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ABSTRACT

The findings in evaluation and testing activities of the Austin Independent School District (AISD) during the 1981-82 school year are summarized. The first section, "1982 at a Glance," discusses the evaluation findings as a whole. Final reports and abstracts of related reports on achievement test results are presented for the district overall in basic skills, for low socioeconomic status and minority students, and for minimum competency requirements. The results of evaluations are presented, relating to ongoing district activities like the Professional Personnel Evaluation System, the Chronologically Controlled Developmental Education Pilot Project, the Accreditation Process, and a Retention and Promotion Study; and specific activities, like the Drugs Off Campus program, a Gifted and Talented identification program, and an Elementary Staffing Formula Study. The system-wide effects of desegregation are also reported. The results of the Elementary and Secondary Education Act Title I are summarized by program components, with a separate section on the Title I Migrant program. Reports on local and state bilingual programs and the Title VII Bilingual Preschool Project are included. State Compensatory Education results also discuss the Texas Assessment of Basic Skills. Abstracts of reports on AISD research by external researchers are included. (CM)

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1981-1982
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Foreword

The findings volume summarizes the results of evaluation and testing activities carried out in AISD during the 1981-82 school year. The volume is divided into five parts:

Light Blue Tab: The first section, "1982 at a Glance," highlights the year's important findings from the perspective of AISD as a whole.

White Tabs: These four sections deal with achievement test results: for the District overall, in basic skills, for low SES and minority students, and for minimum competency requirements.

Green Tabs: Results of evaluations carried out this year by ORE are presented in these sections. They relate either to specific project evaluations or to monitoring ongoing activities of the District. Each section includes a brief final report, plus abstracts of any related reports issued during the year.

Yellow Tab: "Other ORE Publications" includes abstracts of occasional papers and other reports which do not relate to the reports in the previous sections.

Dark Blue Tab: The final section, "Research Projects," includes abstracts of the reports on research carried on in AISD by external researchers during the year.

As the reports in this volume focus on the quantifiable aspects of the District's academic programs, we again glimpse our fine arts program on the title pages. Although we cannot display the talents of the fine musicians, dramatists, or debaters here, the art and design talents of our junior and senior high school students may give us a broader outlook on the District as a whole. Although we can print only black and white drawings, the training and creativity of our students are visible on the title pages and occasional illustrations throughout the volume.

A variety of statistical terms are used in this volume to discuss test results. The chart on the next page gives definitions and examples of the use of some important testing terms.

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Testing Terms

1. RAW SCORE (RS): The raw score is the number of items a student answered correctly.

   "Janice's raw score was 31. She answered 31 questions right."

2. PERCENTILE RANK (PR, %ile): The percentile rank indicates the percentage of students in the national norm group that earned a raw score lower than the student.

   "Toby scored at the 37th percentile. This means that 37 percent of the students at the same grade in the national norm group scored lower than he did when they were tested."

3. MEAN: The mean is the arithmetic average of a set of scores (the sum of all scores divided by the number of scores).

   "The mean raw score for the eighth graders at our school was 31. This was found by adding up all of the students' scores and dividing by the number of students. The mean is often called the average."

4. MEDIAN: The median is the middle score--half the scores are lower, and half are higher.

   "The Math Total median score at grade seven in our school was the 56th percentile. This means that about half of our seventh graders scored below the 56th percentile and about half scored above the 56th percentile. In the national norm group, the median was the 50th percentile. So we can say that our students are scoring slightly higher than the seventh graders in the national norm group."

5. GRADE EQUIVALENT (GE): A grade equivalent of 6.7 (sometimes written 67) means that the student's raw score is the same as the median raw score that would be made by students tested in grade six during the seventh month of the school year. The grade equivalent represents the grade level (year and month of school) for which a raw score is the median.

   "Pat's score is a grade equivalent of 6.7. His score is average for students in the seventh month of the sixth grade."

6. NATIONAL NORM GROUP: This is a representative group of students from across the United States who were tested to establish the percentiles and grade equivalents for each raw score.

   "Students from across the United States were tested to see how they scored on this test. The percentile and grade equivalent scores were then set based on the performance of this norm group."

Acknowledgements & Disclaimers

I. The following projects presented or reported herein were performed pursuant to grants from the Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department and no official endorsement by the Department should be inferred.

Projects referenced:

ESEA Title I
ESEA Title I Migrant
ESEA Title VII Preschool Program
ESAA/District Priorities-Systemwide Desegregation

II. Iowa Tests of Basic Skills (ITBS) data in this report include data that are the property of Houghton Mifflin Company and are under license from Houghton Mifflin Company.

III. Abstracts included in Section XX Research Projects are entirely the work of the authors named without the review or endorsement of the Office of Research and Evaluation. Copies of the complete reports referenced are not available from this office.

IV. We would like to thank the secondary art coordinator and teachers who helped to collect art work for the volume this year:

Sherilyn Howze, Instructional Coordinator
Judy Dillon, Johnston
Penelope Helms, Pearce
Mary Horne, Lanier
Lauri MacMillan, Martin
Albert Ochoa, Burnet
Al Rodriguez, McCallum
Marjeanne Rutt, Anderson
Harriett Whiteside, Crockett

Our special thanks to the students who created the art work. We could not use all that was sent in, due to lack of space and difficult reproduction, but we used as many as we could. Artists are identified as their work appears in the volume.

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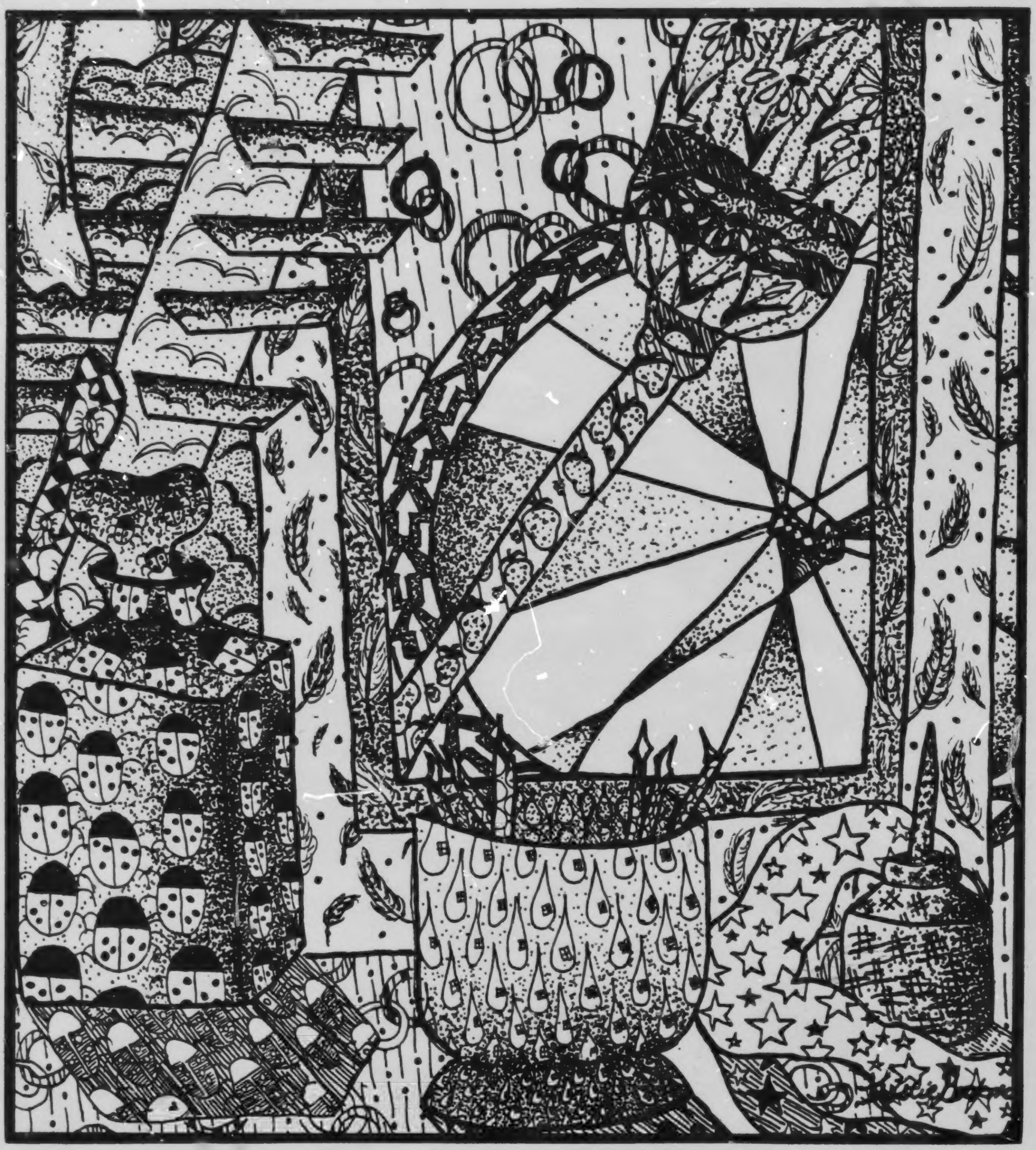

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Lanier High School

1981-82 Index: ORE Publications

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Additional copies of this 1981-82 Evaluation Findings Volume may be ordered from:

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Many of the reports prepared by the Office of Research and Evaluation are also available through the Educational Resources Information Center (ERIC) system. The ERIC reference numbers are included on our publication list as they are received.

Abstracts included in the Research Projects in Section XX are entirely the work of the authors named, and not the Office of Research and Evaluation. Copies of the complete reports referenced are not available from this office.

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I. 1982
At a Glance

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1981-82 AT A GLANCE

Title: Discussion of 1981-82 Evaluation Findings

Contact Person: Freda Holley

Certain of the results contained in the final reports of this volume emerge as significant, encouraging, and predictive. Others raise troublesome questions. This section is designed to highlight both types of results and to discuss briefly issues they raise.

ACHIEVEMENT: UP

Achievement test scores at grades 1 through 8 are up on the Iowa Tests of Basic Skills (ITBS) and at grades 3 and 5 on the Texas Assessment of Basic Skills (TABS). High school achievement is little changed and less noteworthy.

-II Basic Skills Achievement

These results are encouraging in the sense that they are based upon our best measure of the most important goal of education, student learning in the basic skills.

Nevertheless, the evaluator's natural skepticism brings forth the question: "Is too strong an emphasis upon testing forcing instruction to dwell upon a narrow band of skills rather than the wide-ranging, rich educational content to which students need exposure in preparation for tomorrow's world?" This is a particular concern with the TABS since an entire subject area may be assessed through only ten objectives. On the other hand elementary achievement in language and work study skills has shown the most improvement since AISD expanded to include these areas in annual testing with the ITBS. The caution seems to be: Keep testing in focus. Higher test scores are not our educational goal, but higher achievement in all areas...even those not being tested.

GRADE	ETHNICITY	READING TOTAL CHANGE	MATH TOTAL CHANGE
1	Black	+2	+3
	Hispanic	+2	0
	Other	0	0
2	Black	+7	+4
	Hispanic	+2	+1
	Other	0	+1
3	Black	+3	+5
	Hispanic	+12	+13
	Other	+2	+5
4	Black	+7	+3
	Hispanic	0	+1
	Other	-4	-1
5	Black	+4	+4
	Hispanic	0	+3
	Other	-2	-1
6	Black	+1	+3
	Hispanic	+4	+3
	Other	0	+1
7	Black	+3	0
	Hispanic	+4	+2
	Other	0	0
8	Black	+5	+6
	Hispanic	+4	+5
	Other	+2	0

CHANGES IN ITBS MEDIAN PERCENTILE SCORES FROM 1980-81 TO 1981-82 FOR BLACKS, HISPANICS & ALL OTHER STUDENTS, FOR READING AND MATH TOTALS.

MINORITY STUDENTS: NOTABLE ACHIEVEMENT GAINS

This year and over the past few years, minority students in AISD have made greater achievement gains than Anglo students....

There are minority students in the highest percentile ranges at all grade levels.... A higher proportion of minority students graduated and a lower proportion left school in 1981-82 than in the past.
-IV Low SES and Minority Achievement

Also the percent of minority students taking the Scholastic Aptitude Test (SAT) was higher in 1980-81 than the previous year and the highest it has been since statistics on this became available in 1971-72. All signs point toward improved educational attainments and higher aspirations for the minority students in AISD. These results, all consistently indicating favorable changes, can only be viewed as encouraging. However, there remains a large achievement gap that demands continued high priority status for the District's current goal to improve the achievement of minority students.

DESEGREGATION: ACHIEVEMENT RESULTS

The results showed no consistent meaningful, positive or negative impact of desegregation on student achievement in any ethnic group.
-XIII Systemwide Desegregation

It is also to be seen as encouraging that AISD's desegregation plan has had no negative impact on student achievement. Although it may be noted that there does not appear to be any positive impact either, the overall picture for the District as noted above is improved districtwide achievement for all groups.

RETENTION: POSSIBLE DRAWBACKS

Retainees generally gained less in math and reading on the ITBS than a group of students with similar characteristics who were not retained.
-IX Retention and Promotion

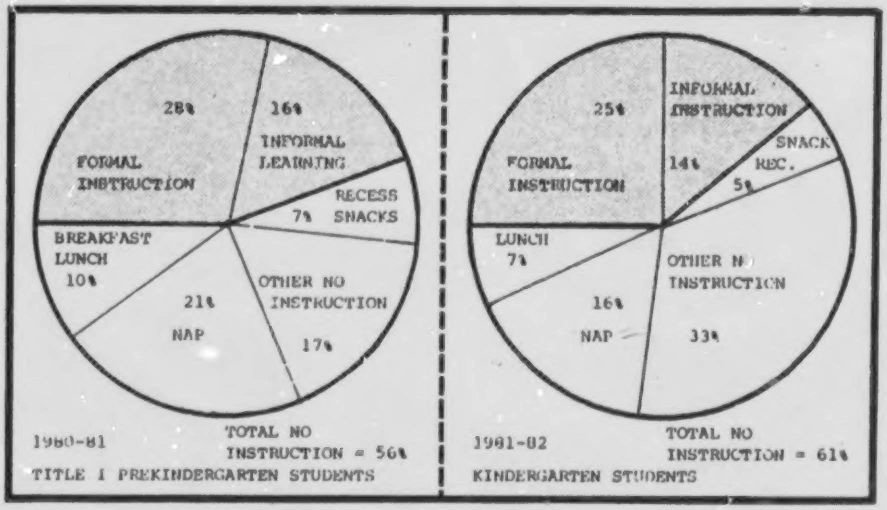
High school students who are below grade for their age have a higher-than average probability of dropping out of school. This is especially true for Hispanics of both sexes, Black females, and Anglo/other females. Their dropout rates are 30%, 22%, and 24% respectively.
-XIII Systemwide Desegregation

Is retention the best solution for students who function below their age mates? Does retention lead eventually to a higher probability of dropping out at the secondary level? The findings quoted here indicate that retention may be a solution with which we cannot be entirely satisfied. Some students may be benefited; there are other students for whom it may be detrimental not only for one year, but perhaps for a lifetime. Will summer school make a difference? Can we identify the characteristics of students who will benefit and those who will not clearly enough that we can make better decisions? Are there other options such as placement in alternative programs or schools that could or should be considered in the years ahead for these students? Considering the impact of these decisions, continued evaluation related to retention must be of the highest educational and social priority.

TRANSITION POINTS: HOW DO WE BUILD ON SUCCESS?

> *While Title I prekindergarten students scored higher than comparable students when entering kindergarten, they no longer showed an advantage when entering first grade.*
>
> -XIV Title I

> *Observations conducted in kindergarten classes revealed almost no difference in the instruction of former prekindergarten students and their kindergarten peers who had not participated in a prekindergarten program. This finding may partially account for the failure of prekindergarten students to maintain their achievement advantage when they reach higher grade levels.... The time spent in* ***non****instruction was greater for 1981-82 kindergartners than for 1980-81 prekindergartners.*
>
> -XIV Title I



Many evaluations, both national and local, have produced reports of student gains in one program or at one level which fade at the next level or once the program is gone. The question this kind of finding poses is whether the next level has failed to make adjustments that will capitalize on the previous gains. For example, in the years before kindergarten programs were widespread, reading readiness programs were seen as a necessary element in the first six weeks of school. Now, however, students may be able to skip this readiness program and move on with reading instruction. The District's kindergarten program may need to consider a major examination of its curriculum and instructional practices in the light of large numbers of students with prekindergarten experiences. It would appear on the basis of the time expenditures noted in prekindergarten that higher instructional demands might be made in kindergarten classrooms.

Nor is this general problem restricted to kindergarten or the elementary grades. It would seem that the program at all levels and in all subjects must be continuously examined in the light of achievement and other changes at previous levels.

TITLE I SCHOOLWIDE PROJECTS: THE SECOND YEAR

Low-achieving kindergarten and first-grade students in schoolwide projects (with a pupil/teacher ratio of 15 to 1) made significantly larger gains than students in the regular Title I program... At grades K and 1, there was a signficant advantage for schoolwide project students over students in regular Title I schools, even though the regular Title I program exceeded its objectives at these grade levels. However at grade 4, schoolwide project students gained significantly less than students in regular Title I schools. At other grade levels, there were no statistically significant differences between students in regular Title I schools and schoolwide projects although there was a slight trend for schoolwide project students to show greater gains than students in regular Title I schools at grades 2, 3, and 6.

-XIV Title I

These inconsistent results are puzzling. The research literature on program development leads us to believe that program impact on achievement should not be expected before about three years of implementation. Unexpectedly, however, schoolwide projects resulted in substantial achievement gains in its first year, 1980-81 (two months higher achievement growth on the average). This occurred despite the project's bringing many fundamental changes to the way these two campuses, Becker and Allison, had been operating. These changes were greater than the focus on low pupil/teacher ratio has suggested and included major role differences for teacher and administrators. Failure to demonstrate gains of similar magnitude this year should not conceal the fact that the results were positive. Certainly, they provide sufficient encouragement to urge continuation of the program for the three-year period for which it was originally designed in order to give the concept a full and complete trial.

OTHER COMPENSATORY PROGRAMS: FACING DECLINES IN FEDERAL SUPPORT

Students in the regular Title I program met or exceeded the program objectives at every grade level except grade 5. At grades K, 2, and 3 gains were especially impressive.... The regular Title I program served students in grades K-6 on 26 campuses. Students scoring at or below the 30th percentile in reading (or the 30th percentile in language for kindergarten students) were eligible for supplemental reading instruction by Title I teachers. Instruction was provided in the regular classroom, in the reading center or lab, or in both locations. An examination of the figure indicates that a larger percentage of Title I students were served in the classroom during 1981-82 than in previous years.

-XIV Title I

TITLE I STUDENTS AND WHERE THEY RECEIVED SERVICES:

		1979-80	1980-81	1981-82
LAB	#	1778	2239	1169
	%	45%	58%	34%
CLASS	#	1853	986	2033
	%	47%	26%	59%
BOTH	#	331	601	257
	%	8%	16%	7%

The achievement gains of high school students served by Migrant Program teachers do not show evidence of a consistent program impact.
-XV Title I Migrant

For the second year in a row, students served by an SCE teacher made generally lower achievement gains than comparable students who were not served. 1981-82 results were mixed for reading skills, but in favor of the non-SCE students at every grade for language and math skills.
-XVIII State Compensatory Education

Compensatory program efforts have produced mixed outcomes this year as in previous years. The regular Title I Program met its achievement objectives at all grades from K-6, except at grade 5. Because the objectives are set based upon past program outcomes, this may indicate a real improvement in the student learning supported by Title I.

The Title I Migrant Program continued to provide instruction and health services to migrant students, most of whom are low achievers. Consistently across the last years, students who have been served have shown no greater learning gain than have those migrant students who have not been served.

State Compensatory Education (SCE) elementary reading teachers have produced lower achievement gains with the students they have served in the past two years than the gains of comparable students who have not been served. Secondary writing labs have evidenced no measurable achievement benefits for the students they have served.

What does this mean in a time when Federal aid is being trimmed? Can we, should we, continue these programs as they are with local tax money? The challenge appears to be to find those elements which do make a difference and to continue them. One possibility is to continue the trend in Title to move away from pull-out, lab-type settings toward increasing Title I and regular teacher coordination with in-class instruction. The focus should be considered by other programs as well.

1982-83: A GLANCE AHEAD

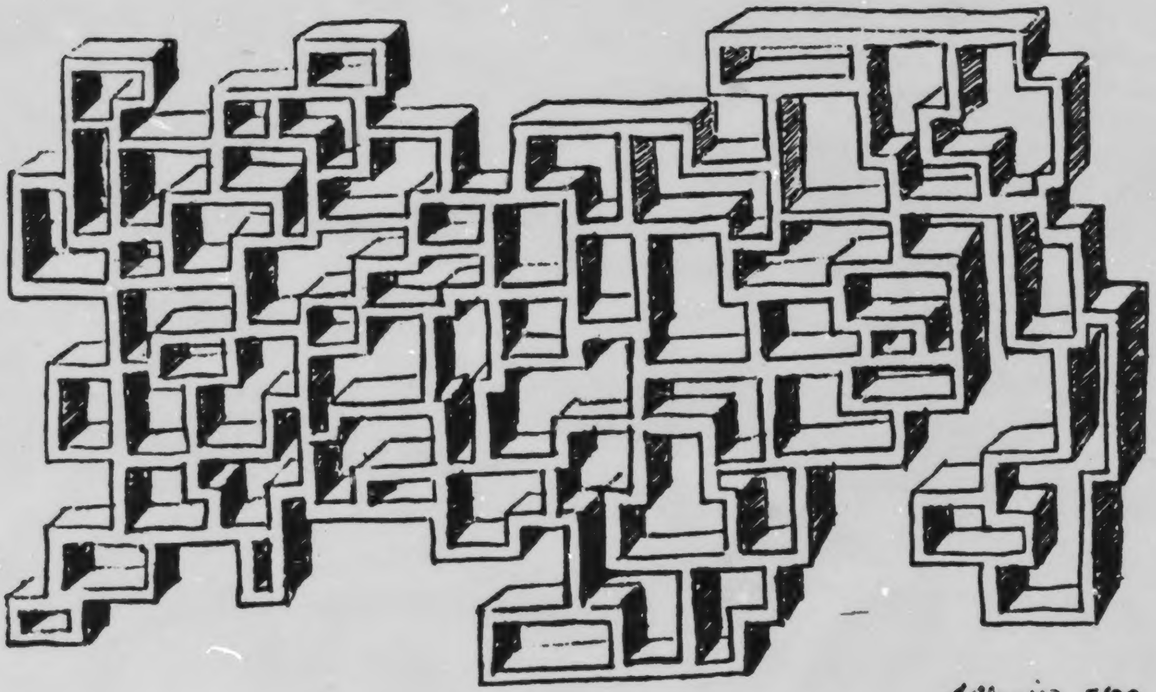
This year's evaluations have also brought to focus some issues ahead for AISD.

- Changes in state policies for serving limited English proficient (LEP) students will result in students moving in and out and back in LEP status.
- The 1983 graduates are the first to be required to meet the ninth-grade minimum competency level. The number who may have to sign a letter of waiver in lieu of meeting the higher requirement is projected to be triple the number currently signing waivers, unless the tutorial courses increase their success rate.

- If achievement is up, especially for our minority students, then the challenge facing teachers who receive these higher skilled students is: "How can we build on these higher skill levels and prevent their fading?"

- Will retaining more students now in the elementary grades increase the number of dropouts later on in high school? What can be done to prevent their dropping out?

- With less Federal money available for compensatory education, what successful approaches need to be kept from the current program?



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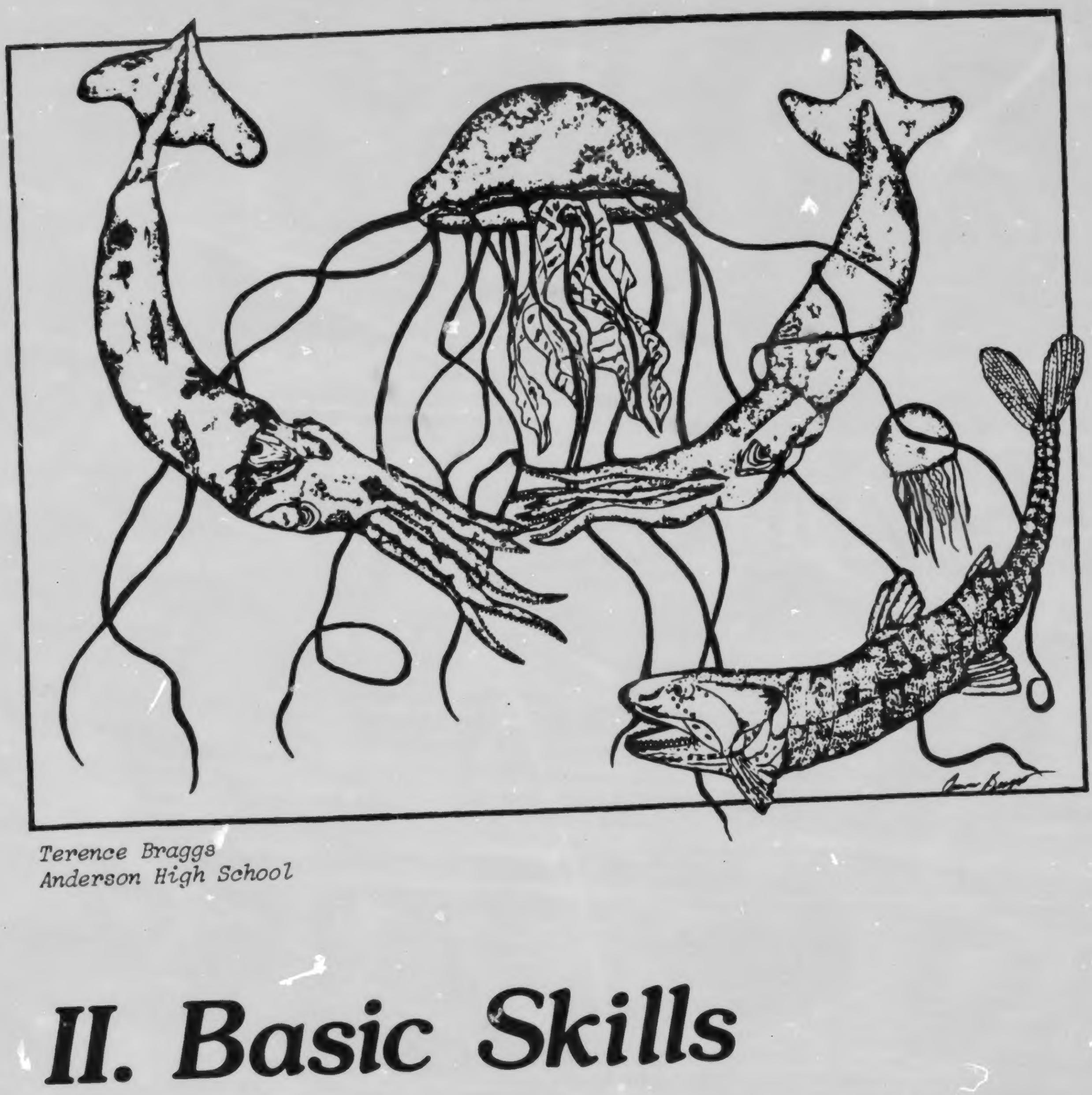

Terence Braggs
Anderson High School

II. Basic Skills Achievement

81.30

FINAL REPORT

Project Title: Basic Skills Achievement

Contact Person: Kevin Matter, Glynn Ligon

Major Positive Findings:

1. Students in AISD achieve above the national average in every area and in every grade with only these exceptions: twelfth-grade reading and kindergarten language scores are at the national average; and kindergarten listening and math scores are just below the national average.
2. Achievement in grades 1-8 is clearly up across the last thee years.
3. Between grades 3 and 8, the yearly achievement gains for AISD students are higher than normally expected.
4. Kindergarten students made a 9.5 month achievement gain in 7 months on the ITBS Language Test.
5. From 1980 to 1982, the general trend has been upward on the TABS (grades 3, 5, and 9). The greatest improvement has been at grade 3.

Major Findings Requiring Action:

1. High school students remain above the national average from grades 9-12, but they demonstrate small declines in their percentile ranks. This is most clear in reading skills.
2. The group of students entering grade 5 in 1982-83 has been a relatively low-achieving group across grades 2-4. Their progress warrants attention as they continue into grade 5.

HOW DOES AISD STUDENT ACHIEVEMENT COMPARE TO STUDENT ACHIEVEMENT NATIONWIDE?

- Students in AISD achieve above the national average in every area and in every grade with only these exceptions:
    - Kindergarteners are at the national average in language and just below in listening and math skills.
    - Twelfth graders are at the national average in reading skills.
- AISD students' highest achievement is in:
    - Language skills in grades K-8.
    - Math computation in grades 9-12.
- AISD students' lowest achievement is in:
    - Math in grades 1-8.
    - Reading in grades 9-12.
- The average student in AISD outperforms three fourths of the students in other urban school districts.

Achievement in grades 1-12 is above the national average (1978 norms) in every area, except for reading at grade 12 which is at the 50th %ile (Figure 1).

- The area of highest achievement in grades 1-8 most often is language, with AISD averages from 2-22 percentile points above the national average (Figure 2).
- Lowest achievement for students in grades 1-8 is usually in math, although math is still above the national average by 1-9 percentile points.
- Achievement in grades 1-8 is substantially above average compared to students in other urban settings (Figure 3). AISD medians range from the 72nd to the 86th percentile.

AISD high school students can be compared to two nationwide reference groups from 1970 and 1978. The national sample who took the test in 1970 used the form given in AISD. The 1978 sample took a 1978 revision of the STEP, and then the two test editions were equated. (See Figure 4.)

- Compared to students nationwide in 1978, AISD students in grades 9-12 are achieving highest in Math Computation, scoring 11-21 percentile points higher than the norm group. Reading is the lowest achievement area in grades 9-12.
- Compared to students tested nationwide in 1970, achievement in grades 9-12 is highest in Math Basic Concepts and lowest in Mechanics of Writing.

This year all kindergarten students were also tested in April.

- Students in AISD kindergarten classes achieved at the national average in language (50th %ile) and at the 48th %ile in both listening and math (Figure 5).

(Text continues on page II-8.)

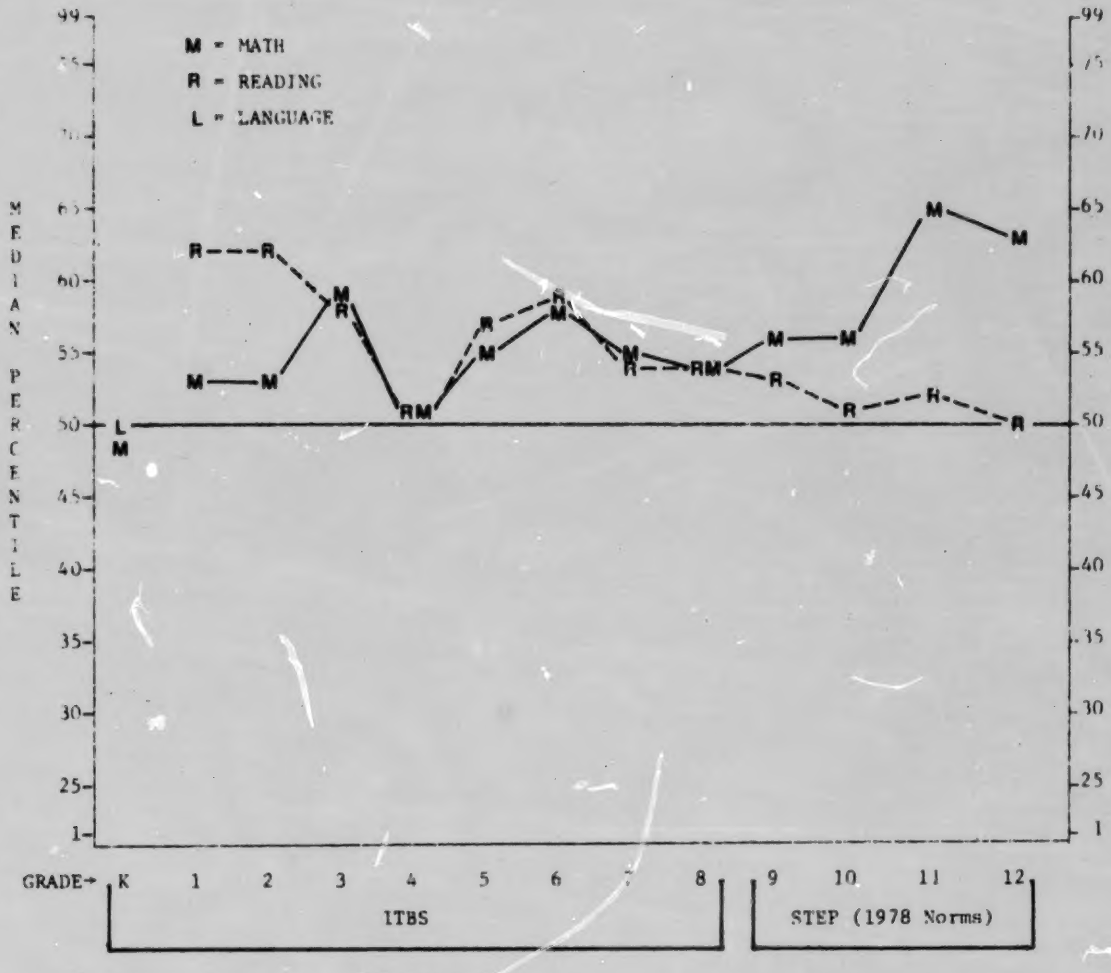

Figure 1. AISD MEDIAN PERCENTILES, 1981-82, 1978 NORMS, GRADES K-12.

NOTE: Grades K-6 exclude scores for special education students receiving at least 1 hour per day of services. Grades 7-12 exclude students only if they receive more than 3 hours per day of special education services.

GRADE	ETHNICITY	READING TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	42	42	44	1.62	1.62	1.67
	Hispanic	46	45	47	1.70	1.68	1.72
	Other	77	80	80	2.48	2.61	2.59
	Total	61	63	62	2.08	2.12	2.10
2	Black	36	36	43	2.45	2.45	2.65
	Hispanic	33	40	42	2.38	2.59	2.65
	Other	77	80	80	3.56	3.68	3.67
	Total	58	60	62	3.03	3.10	3.15
3	Black	30	34	37	3.12	3.25	3.38
	Hispanic	34	35	47	3.27	3.31	3.68
	Other	69	71	73	4.54	4.60	4.67
	Total	54	53	58	3.98	3.94	4.10
4	Black	23	25	32	3.82	3.92	4.18
	Hispanic	30	31	31	4.11	4.14	4.13
	Other	74	72	68	5.82	5.73	5.57
	Total	56	53	51	5.06	4.97	4.88
5	Black	26	25	29	4.85	4.85	5.00
	Hispanic	31	35	35	5.08	5.21	5.24
	Other	72	76	74	6.82	7.04	6.92
	Total	55	59	57	6.06	6.21	6.13
6	Black	20	27	28	5.39	5.78	5.84
	Hispanic	26	32	36	5.69	6.01	6.19
	Other	69	74	74	7.77	8.01	8.04
	Total	52	57	59	6.95	7.14	7.25
7	Black	19	25	28	5.89	6.25	6.47
	Hispanic	23	29	33	6.13	6.49	6.71
	Other	67	71	71	8.61	8.74	8.80
	Total	49	52	54	7.62	7.82	7.94
8	Black	18	21	26	6.59	6.87	7.20
	Hispanic	24	26	30	7.04	7.19	7.51
	Other	67	69	71	9.60	9.75	9.84
	Total	47	51	54	8.47	8.71	8.90

GRADE	ETHNICITY	MATH TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	34	33	36	1.53	1.51	1.57
	Hispanic	38	40	40	1.60	1.64	1.65
	Other	64	68	68	2.08	2.15	2.16
	Total	51	53	53	1.82	1.86	1.87
2	Black	32	31	35	2.43	2.40	2.49
	Hispanic	34	40	41	2.47	2.59	2.62
	Other	63	65	66	3.12	3.17	3.19
	Total	50	50	53	2.82	2.82	2.87
3	Black	30	33	38	3.29	3.35	3.48
	Hispanic	35	36	49	3.42	3.45	3.78
	Other	67	67	72	4.30	4.30	4.44
	Total	53	52	59	3.88	3.85	4.06
4	Black	27	31	34	4.09	4.21	4.30
	Hispanic	36	36	37	4.38	4.35	4.41
	Other	71	67	66	5.49	5.36	5.32
	Total	56	52	51	4.97	4.87	4.85
5	Black	29	30	34	5.03	5.07	5.23
	Hispanic	37	38	41	5.32	5.37	5.47
	Other	67	72	71	6.49	6.66	6.61
	Total	53	55	55	5.95	6.01	6.01
6	Black	27	28	31	5.33	5.89	6.02
	Hispanic	35	37	40	6.15	6.29	6.37
	Other	71	71	72	7.67	7.70	7.75
	Total	56	57	58	7.00	7.07	7.10
7	Black	22	30	30	6.33	6.72	6.71
	Hispanic	31	36	38	6.76	7.03	7.14
	Other	69	70	70	8.57	8.58	8.59
	Total	51	54	55	7.74	7.88	7.92
8	Black	19	23	29	7.04	7.32	7.64
	Hispanic	29	31	36	7.62	7.76	8.01
	Other	66	70	70	9.40	9.56	9.58
	Total	48	51	54	8.56	8.73	8.87

Figure 2. ITBS PERCENTILE AND GRADE EQUIVALENT MEDIANS, BY ETHNICITY, 1979-80 THROUGH 1981-82. Students at grade level would receive an X.8 grade equivalent median in grades 1-6 and an X.67 median in grades 7 and 8. The median percentile rank for the national norm group is 50 for all grades.

(Page 1 of 2, Reading Total and Math Total.)

GRADE	ETHNICITY	LANGUAGE TOTAL*					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	44	48	47	1.67	1.74	1.73
	Hispanic	46	46	48	1.71	1.70	1.75
	Other	68	75	76	2.39	2.73	2.77
	Total	57	60	62	1.97	2.07	2.12
2	Black	45	50	56	2.67	2.80	3.01
	Hispanic	41	47	49	2.56	2.73	2.79
	Other	69	73	72	3.62	3.79	3.74
	Total	59	61	62	3.14	3.27	3.29
3	Black	43	49	53	3.61	3.83	4.00
	Hispanic	46	50	63	3.70	3.87	4.40
	Other	76	78	80	5.01	5.12	5.23
	Total	64	65	72	4.47	4.31	4.80
4	Black	35	44	48	4.20	4.62	4.78
	Hispanic	41	47	49	4.51	4.77	4.84
	Other	74	74	74	6.04	6.05	6.01
	Total	60	62	62	5.32	5.44	5.40
5	Black	38	40	47	5.24	5.33	5.69
	Hispanic	40	46	51	5.33	5.61	5.86
	Other	73	78	77	7.07	7.35	7.31
	Total	59	64	65	6.33	6.59	6.61
6	Black	31	40	41	5.76	6.31	6.38
	Hispanic	35	42	47	5.98	6.44	6.70
	Other	68	74	75	7.90	8.26	8.35
	Total	54	60	63	7.12	7.47	7.65
7	Black	24	35	40	5.88	6.63	6.97
	Hispanic	31	38	43	6.32	6.86	7.19
	Other	67	71	74	8.73	9.03	9.22
	Total	50	57	62	7.67	8.15	8.42
8	Black	22	29	38	6.65	7.13	7.88
	Hispanic	31	34	43	7.28	7.52	8.23
	Other	64	71	74	9.64	10.20	10.35
	Total	48	57	62	8.56	9.16	9.50

*For grades 1 and 2, Spelling is the only language test.

GRADE	ETHNICITY	WORD ANALYSIS (Grades 1 & 2 Only)					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	46	43	44	1.71	1.64	1.65
	Hispanic	48	45	50	1.76	1.69	1.80
	Other	73	76	76	2.47	2.60	2.58
	Total	63	61	60	2.16	2.15	2.13
2	Black	39	40	44	2.44	2.47	2.63
	Hispanic	40	44	45	2.48	2.60	2.64
	Other	74	76	77	3.69	3.79	3.81
	Total	60	60	64	3.14	3.13	3.27

GRADE	ETHNICITY	WORK-STUDY TOTAL (Grades 3-8 Only)					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
3	Black	33	36	42	3.21	3.32	3.52
	Hispanic	39	40	55	3.43	3.44	3.95
	Other	70	70	74	4.51	4.51	4.66
	Total	56	55	62	3.99	3.94	4.23
4	Black	28	31	38	3.92	4.03	4.31
	Hispanic	39	39	41	4.35	4.37	4.45
	Other	72	73	71	5.70	5.74	5.66
	Total	57	57	56	5.06	5.06	5.01
5	Black	34	33	39	5.05	5.04	5.29
	Hispanic	41	43	47	5.39	5.47	5.65
	Other	70	77	76	6.73	7.03	6.97
	Total	58	62	62	6.15	6.35	6.31
6	Black	29	28	33	5.72	5.70	5.97
	Hispanic	30	40	43	5.84	6.29	6.44
	Other	68	71	73	7.62	7.84	7.98
	Total	53	57	61	6.85	7.07	7.28
7	Black	21	28	29	5.98	6.40	6.43
	Hispanic	26	33	33	6.25	6.70	6.73
	Other	64	68	70	8.42	8.69	8.81
	Total	45	52	53	7.35	7.73	7.84
8	Black	19	25	29	6.60	6.99	7.30
	Hispanic	27	29	37	7.17	7.28	7.82
	Other	63	69	72	9.44	9.80	9.94
	Total	45	49	56	8.32	8.65	9.02

Figure 2. ITBS PERCENTILE AND GRADE EQUIVALENT MEDIANS, 1979-80 THROUGH 1981-82.

(Page 2 of 2, Language Total, Word Analysis, and Work-Study Total.)

GRADE	ETHNICITY	READING TOTAL	LANGUAGE TOTAL*	WORK-STUDY TOTAL**	MATH TOTAL
1	Black	66	62	72	56
	Hispanic	66	65	74	63
	Other	88	87	87	82
	Total	79	74	80	72
2	Black	71	72	73	58
	Hispanic	71	67	73	63
	Other	89	84	90	83
	Total	82	78	85	74
3	Black	66	73	66	62
	Hispanic	73	79	77	72
	Other	89	89	88	86
	Total	81	85	81	80
4	Black	64	71	64	59
	Hispanic	62	71	70	62
	Other	88	87	89	85
	Total	79	80	80	77
5	Black	63	71	68	59
	Hispanic	67	74	76	68
	Other	91	89	91	89
	Total	82	83	85	79
6	Black	60	69	64	57
	Hispanic	70	73	73	67
	Other	91	90	91	90
	Total	85	84	86	82
7	Black	62	68	59	56
	Hispanic	66	70	66	66
	Other	91	90	92	90
	Total	83	84	84	82
8	Black	61	68	61	59
	Hispanic	67	72	72	68
	Other	92	91	92	90
	Total	86	85	86	83

*Spelling in grades 1 and 2.
**Word Analysis in grades 1 and 2.

Figure 3. URBAN NORMS--AISD MEDIAN PERCENTILES, 1981-82, GRADES 1-8.

TEST	ETHNICITY	All Students Tested				Students Tested Both Fall & Spring			
		Percentiles		Grade Equivalents		Percentiles		Grade Equivalents	
		Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982
Language	Black	14	23	P.66	K.14	14	23	P.66	K.14
	Hispanic	19	32	P.74	K.34	20	34	P.75	K.37
	Other	45	63	K.13	1.28	51	65	K.25	1.36
	Total	29	50	P.88	K.80	32	52	P.92	K.87
Listening	Black		30		K.43				
	Hispanic		36		K.57				
	Other		62		1.08				
	Total		48		K.80				
Math	Black		28		K.27				
	Hispanic		30		K.36				
	Other		61		1.12				
	Total		48		K.77				

NOTE: Fall percentiles will underestimate actual achievement levels because AISD tested six weeks before the date the ITBS was normed.

Figure 5. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES FOR KINDERGARTENERS, FALL AND SPRING, 1981-82.

1978 NORMS

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-76	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
9	BLACK	37	36	36	37	37	26	25	27	27	-	32	33	33	40	33	30	29	30	30	30	22	23	22	23	-	27	27	28	-	32
	HISP.	37	37	43	39	43	28	28	33	34	-	38	43	47	48	47	32	32	39	37	39	24	24	28	24	-	31	31	33	-	36
	OTHER	64	63	65	63	64	63	63	67	67	-	75	75	78	79	78	67	65	71	70	71	60	59	62	63	-	68	69	72	-	73
	TOTAL	56	53	53	52	53	50	47	49	50	-	60	59	62	62	61	57	55	55	55	56	44	39	41	39	-	52	50	55	-	58
10	BLACK	33	34	34	34	38	26	29	30	29	-	30	40	40	40	42	27	29	29	29	31	16	20	18	20	-	26	33	31	-	36
	HISP.	38	39	38	39	39	33	34	32	35	-	42	49	50	56	55	37	37	41	41	43	25	28	27	27	-	34	37	39	-	42
	OTHER	61	60	61	59	61	66	65	66	67	-	78	79	81	82	80	71	71	72	72	72	77	76	76	74	-	70	71	71	-	71
	TOTAL	52	52	50	49	51	54	55	53	53	-	67	70	70	70	69	56	56	56	56	56	51	54	50	48	-	57	59	59	-	59
11	BLACK	36	35	37	35	37	30	29	32	28	-	34	35	37	40	46	33	31	35	32	38	20	17	21	17	-	33	33	38	-	40
	HISP.	38	38	40	38	40	37	37	38	38	-	49	49	54	52	56	42	41	44	42	44	29	27	33	28	-	44	46	46	-	49
	OTHER	58	58	59	59	59	71	74	76	76	-	78	82	83	83	82	72	76	77	77	77	79	81	81	81	-	74	77	77	-	78
	TOTAL	53	52	53	51	52	59	63	63	61	-	62	70	73	71	71	65	65	66	63	65	66	70	70	66	-	65	67	67	-	67
12	BLACK	33	33	33	34	32	28	26	32	35	-	26	29	30	35	38	36	34	33	39	37	16	20	20	21	-	34	36	39	-	36
	HISP.	36	35	42	38	36	38	39	47	44	-	45	49	52	49	47	40	42	44	43	40	30	33	42	37	-	48	49	53	-	47
	OTHER	57	57	58	56	57	73	73	75	77	-	77	77	77	77	78	74	76	76	76	81	78	78	77	77	-	74	80	79	-	79
	TOTAL	51	53	54	52	50	61	65	66	66	-	67	71	70	68	67	62	65	65	63	63	70	72	73	71	-	64	70	70	-	66

1978 NORMS

1970 NORMS

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING					SCIENCE				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
9	BLACK	15	14	14	16	15	11	10	11	11	-	14	15	15	18	15	17	15	16	17	16	12	13	12	13	-	11	11	11	-	14	12	12	12	-	12
	HISP.	16	16	20	18	20	11	11	14	15	-	17	20	24	25	24	18	18	23	21	23	15	15	19	16	-	13	13	15	-	17	14	15	18	-	15
	OTHER	52	51	53	51	52	42	42	46	46	-	51	51	54	56	54	51	49	55	55	55	45	44	46	48	-	43	43	47	-	48	53	56	58	-	58
	TOTAL	39	34	35	33	34	28	24	26	27	-	36	35	38	38	37	38	36	36	36	37	33	28	31	29	-	30	29	31	-	32	38	37	38	-	36
10	BLACK	13	14	14	14	18	10	11	12	11	-	14	20	20	19	22	17	19	19	19	21	13	16	14	15	-	10	17	15	-	17	10	15	13	-	15
	HISP.	18	19	19	20	19	15	17	14	18	-	22	27	28	31	31	25	25	28	27	30	19	22	21	21	-	17	19	20	-	21	19	22	20	-	22
	OTHER	56	54	56	53	56	49	49	49	50	-	54	56	60	61	57	61	60	62	61	62	52	51	51	49	-	44	46	47	-	47	59	56	60	-	56
	TOTAL	42	42	41	37	41	35	36	34	34	-	41	44	44	44	43	46	45	45	45	45	36	38	36	34	-	32	34	34	-	33	44	45	42	-	41
11	BLACK	14	13	18	13	17	11	10	12	9	-	18	19	21	23	26	22	21	23	21	25	14	12	15	11	-	14	14	16	-	17	16	12	17	-	15
	HISP.	19	19	22	19	22	15	15	17	16	-	28	28	33	31	34	29	28	31	29	32	20	20	23	20	-	21	23	23	-	25	21	21	24	-	25
	OTHER	56	56	58	57	57	47	50	52	52	-	57	60	61	61	61	63	65	66	67	67	50	53	53	52	-	46	50	51	-	51	57	60	60	-	59
	TOTAL	43	42	46	40	41	35	38	38	36	-	45	48	49	48	47	51	54	56	51	54	39	42	42	38	-	36	38	39	-	38	46	47	49	-	44
12	BLACK	14	14	14	15	13	8	7	12	13	-	12	14	15	18	19	23	21	21	26	24	11	13	13	14	-	13	13	16	-	13	12	13	14	-	16
	HISP.	19	17	25	21	18	16	17	21	19	-	23	27	29	27	26	27	30	32	31	28	19	20	24	22	-	20	20	23	-	20	20	22	30	-	22
	OTHER	54	53	55	52	54	48	48	49	51	-	58	59	58	57	61	63	64	64	65	69	53	53	50	50	-	44	48	46	-	46	59	57	57	-	57
	TOTAL	41	44	47	42	40	34	39	40	40	-	46	50	50	47	46	52	55	55	53	53	40	43	44	41	-	35	39	40	-	36	45	49	51	-	44

1970 NORMS

Figure 4. STEP MEDIAN PERCENTILES, 1977-78 THROUGH 1981-82, GRADES 9-12, 1970 AND 1978 NORMS.

HOW DOES AISD'S 1981-82 STUDENT ACHIEVEMENT COMPARE TO THE ACHIEVEMENT OF STUDENTS IN PAST YEARS?

- Achievement in grades 1-8 is clearly up across the last three years.
- Achievement in grades 9-12 has changed little across the last five years, but the small changes that have occurred have been mostly downward.

1981-82 Compared to 1980-81 Achievement in grades 1-8 improved by a small amount in 1981-82 over the levels of 1980-81.

- Reading and math changed very little. What changes did occur were in a positive direction.
- Language scores were clearly higher in 1981-82.
- Work-study skills scores were somewhat higher.

Achievement in grades 9-12 changed very little last year.

- Reading scores improved one to four percentile points in grades 9-11, but dropped two percentile points in grade 12.
- Math results were mixed. Math Basic Concepts scores remained the same in grades 10 and 12 and moved slightly upward in grade 9 (+1 percentile) and grade 11 (+3 percentiles). Math Computation scores drifted one percentile lower at each grade.

Retainees. More students were retained at the end of the 1980-81 school year than in previous years. Most retainees were in grades 1, 7, and 9. The impact of this increase in retainees was to lower slightly the median scores in these grades compared to the previous year. There was then a small positive effect upon the medians at the other grade levels.

Longitudinal Comparisons. Elementary and junior high achievement scores have improved noticeably over the past three years in which the ITBS has been administered.

- Language scores have shown the most dramatic rise to levels well above the national average.
- Reading, math, and work-study skills scores are also clearly up over the three-year period.
- Students who were in grade 3 in 1980-81 and in grade 4 in 1981-82 appear to be a noticeably lower achieving group than are students at other grades.

High school achievement has been very stable across the last five years; however, most of the changes which have been noted are in a downward direction. This trend may change as the higher achieving students now in junior high move through the high school grades.

- Reading achievement has declined one to five percentile points across the last five years.
- Math achievement is virtually the same across the last five years, but the small changes occurring have mostly been increases of one percentile point.
- Mechanics of Writing test scores are practically the same across the past five years in grades 9-11. Grade 12 scores are lower across the last two years, but still higher across the last five years.
- Science scores have fallen in all grades during the past five years.

Figures 2 and 4 provide the AISD median scores for past years which were referenced in these summary statements.

HOW LARGE WERE THE ACHIEVEMENT GAINS MADE BY AISD STUDENTS IN 1981-82?

- Reading:
  - The achievement gains of AISD students are greater than normally expected between grades 3 and 8.
  - Achievement gains are less than normally expected between grades 1 and 3, and between grades 9-12.
- Math:
  - The achievement gains of AISD students are greater than normally expected between grades 2 and 8.
  - Achievement gains are less than normally expected between grades 1 and 2, and between grades 9 and 12.
- Kindergarten students demonstrated 9.5 months' growth in language skills in the 7 months between fall and spring testing.

Although AISD students achieve above the national average at all grades, their yearly achievement gains vary by grade level. The gains which are "normally expected" are defined as achievement progress on standardized tests great enough to maintain the same percentile rank from one year to the next. Students who had been enrolled in AISD for three consecutive years and who had not been retained or double promoted during that time were used to measure these gains.

Figure 6 presents a sample of the results. The reading and math gains for three groups of students are graphed. There is some variance in the patterns of achievement across these three years for students in different grades; however, the general trend is for there to be gains in the grades from 3 to 8 and losses in the earlier and later grades. The actual median scores for these continuously enrolled students are presented in Section III, Systemwide Achievement Profiles.

Figure 7 displays graphically the gains made by kindergarten students. After entering in September below the national average, they were above the national average on the ITBS Language Test in April.

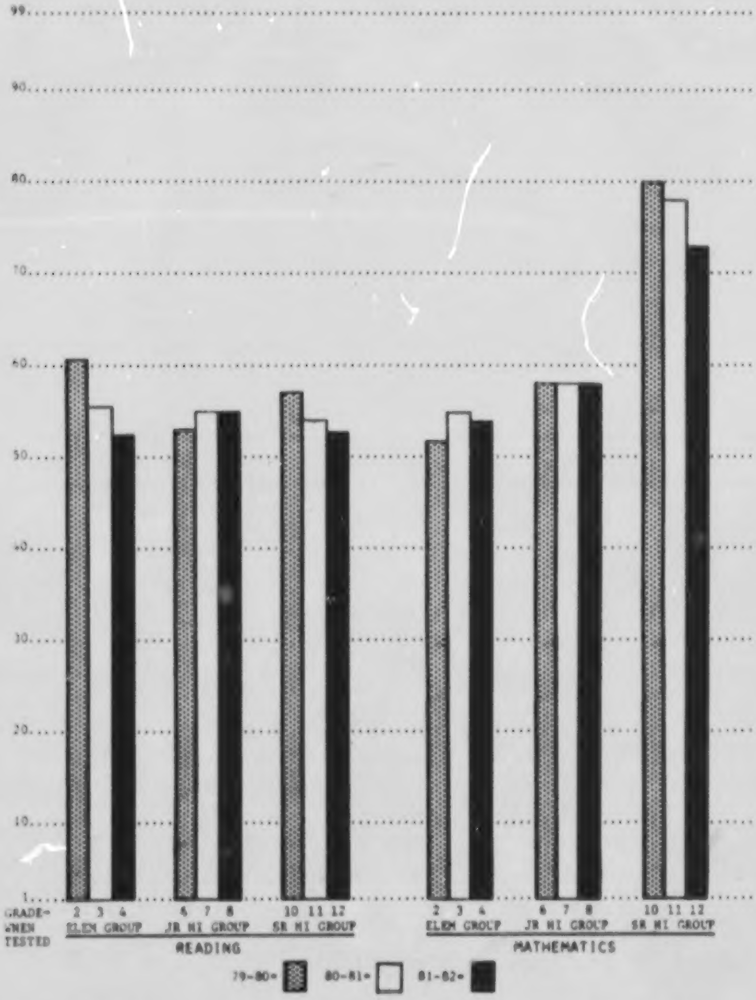

Figure 6. LONGITUDINAL COMPARISON OF MEDIAN PERCENTILES FOR THREE GROUPS OF STUDENTS WHO WERE CONTINUOUSLY ENROLLED IN AISD FROM 1979-80 THROUGH 1981-82. Percentiles based on 1978 norm groups. Scores are for ITBS Reading Total in grades 2-8 and for STEP Reading in grades 10-12. Math scores are for ITBS Math Total in grades 2-8 and for STEP Math Computation in grades 10-12.

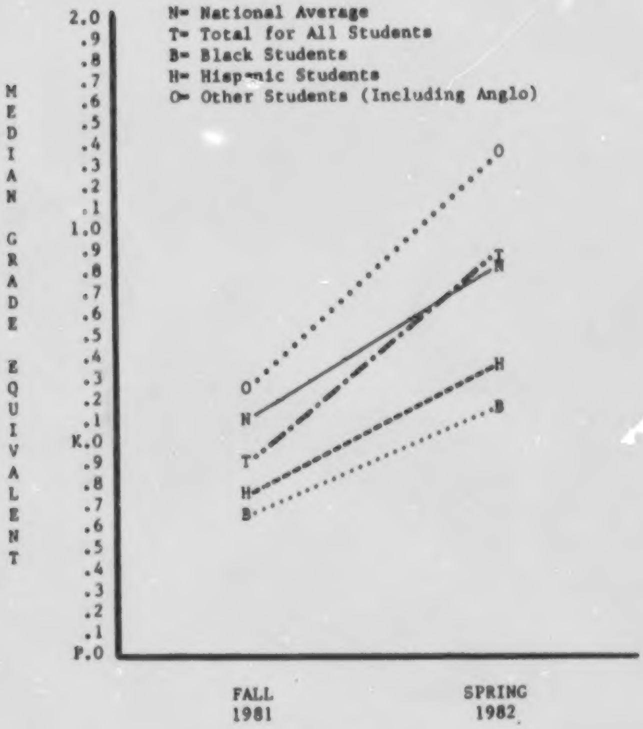

Figure 7. ITBS LANGUAGE TEST GAINS FOR KINDERGARTEN STUDENTS, FALL TO SPRING, BY ETHNICITY.

WHAT WAS THE IMPACT OF THE CHANGE IN THE POLICY FOR INCLUSION OF SPECIAL EDUCATION STUDENTS IN STANDARDIZED TESTING?

- More special education students were tested in 1981-82 than in the previous year.
- There was little change in which special education students were exempted from testing as a result of the new policy.

Each special education student's Admission, Review, and Dismissal (ARD) Committee now determines the participation of that student in standardized testing. When the new policy for inclusion of special education students in standardized testing was adopted, there was one major concern and one major hope for the impact. Concern was expressed that the ARD Committees would label too many students to be tested for experience only so that their scores would not be included in school averages. Hope was expressed that many more special education students who had previously been exempted from testing would be tested for the experience. The concern was not realized--fewer than 100 students who would have been tested for a valid score under the previous policy were tested for experience only upon the recommendation of their ARD Committees. The hope was realized--over 500 more special education students were tested under the new policy.

HOW DID AISD ENTERING FIRST-GRADE STUDENTS PERFORM ON THE METROPOLITAN READINESS TESTS?

The Metropolitan Readiness Tests (MRT) scores of AISD entering first-grade students in 1981-82 were the highest ever recorded and, for the first time, exceeded those of the national norm group in all areas. The median Pre-Reading Composite score increased by four percentile points compared to last year and exceeded the national norm for the third consecutive year.

HOW DO AISD STUDENTS COMPARE WITH OTHERS TAKING COLLEGE ADMISSION TESTS?

Scholastic Aptitude Test (SAT)

- Average scores of AISD students who took the SAT in 1980-81 were higher than the national average on all tests, including both aptitude and achievement. AISD students have scored above the national average on the verbal and math tests for ten consecutive years.
- The average AISD SAT-Math score declined by four points from 1979-80 to 1980-81, while the average AISD SAT-Verbal score remained the same as in 1979-80.
- The general trend in SAT scores over the past ten years has been downward. However, SAT scores of AISD students have declined less rapidly than the national average.
- The group of AISD students who took the SAT in 1980-81 was higher by two percentage points in minority participation than the nationwide group. AISD students, however, reported higher overall grade point averages and higher parental income than the national sample.

American College Test (ACT)

- Fewer AISD students chose to take the ACT in 1980-81 than in 1979-80, continuing a ten-year trend of declining participation in the ACT.
- AISD mean scores for all subtests of the ACT were lower in 1980-81 than the means for the national sample. Scores for both AISD and the national sample have declined since 1972-73, with AISD scores declining more sharply.

WHAT DO AISD TEACHERS AND ADMINISTRATORS SAY ABOUT BASIC SKILLS ACHIEVEMENT?

One half of the teachers and administrators were surveyed in the spring of 1982.

- 63% agreed that the District's emphasis on basic skills has been effective in improving the basic skills of AISD students.
- 52% agreed that the emphasis on attendance has helped to improve students' basic skills. 28% did not agree.
- 39% of the teachers and 50% of the administrators agreed that the minimum competency requirements for graduation have been effective in improving students' basic skills. 14% did not agree.

HOW DO 1981-82 AISD DEMOGRAPHIC DATA COMPARE TO PAST YEARS?

Membership

The average number of students enrolled in AISD declined in 1981-82, following a general pattern over the past six years. However, the rate of decline in 1981-82 was 1%, slower than the 5% rate of decline in 1980-81 and the 2% rate in 1979-80.

Attendance

- The overall 1981-82 District attendance rate (93.2%) was the highest in eleven years.
- Junior and senior high attendance both increased, reaching 93.2% and 91.5% respectively.
- Elementary attendance held even at 94.2%.

School Leavers

School leavers are students who withdraw from AISD during the school year and are not known to go to other schools. The school-leaver rate in 1981-1982 fell to 2.7%, the lowest in three years.

Graduation Rates

The percentage of ninth- through twelfth-grade students who graduated in 1981-82 was 19.8%, up slightly from 19.6% last year and the highest in the eleven years that graduation rates have been calculated.

WHAT OTHER INFORMATION SHOULD BE CONSIDERED TO DETERMINE IF BASIC SKILLS HAVE IMPROVED IN AISD?

In addition to looking at District achievement in the basic skills areas, it is important to examine the success of special programs which share the goal of improving basic skills achievement. The reader is urged to refer to the 1981-82 findings of the following special programs.

Program	Section in 1981-82 Evaluation Findings
High School Graduation Minimum Competency Requirements	V
ESEA Title I	XIV
ESEA Title I Migrant	XV
Local/State Bilingual	XVI
State Compensatory Education	XVIII

A study of the overlapping of services to the same students by multiple special programs showed that overlaps decreased in 1980-81, when the number of students served by more than two such programs dropped by about 75%. In 1981-82, the number of students served by more than two special programs continued to be much lower than before 1980-81.

Analysis of AISD students' peformance on the Texas Assessment of Basic Skills (TABS) shows the following.

- From 1980 to 1982, the general trend in scores has been upward, with the most improvement at grade three.
- Although White students still outperform Hispanic and Black students, overall gains for minorities over the past two years were greater than the gains for White students.
- AISD's minimum competency requirements for graduation are higher than the state-adopted minimum competency level for the TABS.

81.30
(81.11)

Miscellaneous

ABSTRACT

Title: How To Read an ITBS Student Skills Analysis

Contact Person: Patsy Totusek

No. Pages: 13

Summary:

This is a handout developed to provide information to anyone wanting to find out how to make the most use of the ITBS Student Skills Analysis. It was distributed mainly to teachers and principals.

The handout consists of two sections:

- How to Read an ITBS Student Skills Analysis
- Using The Individual Student Skills Analysis to Better Instruction

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: Basic Skills, 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 14

Summary:

The evaluation design is a one-year plan of evaluation work for this project. It provides a brief project and evaluation summary, and identifies the decision and evaluation questions to be addressed, other information needs, dissemination plans, resources required, and information sources to be used.

In May, 1976, the Board adopted a formal set of priorities for the District for the 1976-77 school year. One of these stressed improving student performance in reading and mathematics. This emphasis on basic skills has continued up to the present. The District's Five-Year Plan for Accreditation, which went into effect for the 1980-81 school year, calls for improvement in the same basic skills areas.

The Basic Skills evaluation will focus on two primary areas during the 1981-82 school year:

- student performance in basic skills as measured by standardized achievement tests.
- student attendance, school-leaver, and graduation rates.

For the most part, the evaluation efforts will be concentrating on data that already exist or are routinely collected during the year. This includes achievement test results; results for AISD students who take the SAT and/or the ACT; attendance, school-leaver, and graduation records.

81.30
(81.24)

Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: Systemwide Evaluation 1981-82

Contact Person: Glynn Ligon, Kevin Matter, Nancy Baenen

No. Pages: 500

Summary:

The Final Technical Report is a detailed account of the instruments used in data collection, and the purposes, procedures, and results of the data collection effort. The information presented in this volume relates to the District's Five-Year Plan for Accreditation, which emphasizes improving student achievement in basic skills, with a special focus on low SES and minority student achievement.

The technical report is organized around data collection sources and includes the following appendices:

Appendix A:	Scholastic Aptitude Test (SAT)
Appendix B:	American College Test (ACT)
Appendix C:	Preliminary Scholastic Aptitude Test (PSAT)
Appendix D:	Sequential Tests of Educational Progress (STEP)
Appendix E:	Iowa Tests of Basic Skills (ITBS)
Appendix F:	Metropolitan Readiness Tests (MRT)
Appendix G:	Texas Assessment of Basic Skills (TABS)
Appendix H:	Teacher Survey
Appendix I:	Administrator Survey
Appendix J:	Accreditation Status Report
Appendix K:	District Attendance Records
Appendix L:	District Graduation Records

81.30
(81.25)

Brochure

ABSTRACT

Title: Talking to Parents About Test Scores (Junior High)

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 8

Summary:

This brochure provides answers to some basic questions which a) teachers might ask when preparing to report test scores to parents and b) parents might ask about their child's score on a standardized test. AISD junior high 1981 median ITBS math and reading scores are provided for comparison of individual students' scores to the District average.

Comments:

- This is a revised edition of publication 80.41. The revisions made reflect the changes in scores on the Iowa Tests of Basic Skills.
- See publication 81.27 for a similar brochure for elementary students.

81.30
(81.27)

Brochure

ABSTRACT

Title: Talking to Parents About Test Scores (Elementary)

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 8

Summary

This brochure provides answers to some basic questions which a) teachers might ask when preparing to report test scores to parents and b) parents might ask about their child's score on a standardized test. Median AISD elementary ITBS scores in math and reading for 1981 are provided for comparison of individual students' scores to the District average.

Comments:

See publication 81.25 for a similar brochure for junior high school students.

81.30
(81.28)

Brochure

ABSTRACT

Title: Achievement Testing in Austin Schools, 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 4

Summary

This brochure describes the achievement tests and the language fluency tests used in the Austin Independent School District to measure the development of basic skills in math and reading and fluency in the English language. Included in the brochure are descriptions of:

- the Iowa Tests of Basic Skills, Level 5 Language Test, which is given to all kindergarten students in the fall;
- the Metropolitan Readiness Tests which is given to all first graders in the fall;
- the Iowa Tests of Basic Skills which is given to all kindergarten through eighth-grade students;
- the Sequential Tests of Educational Progress which is given to all ninth- through twelfth-grade students;
- the Primary Acquisition of Language (PAL) test which is used to measure students' fluency in oral English in kindergarten through sixth grade;
- the Language Assessment Battery (LAB) which is used in grades seven through twelve to measure language dominance;
- the California Achievement Tests and the Comprehensive Tests of Basic Skills, which are used to further assess reading and language skills of certain students in grades 2-12 who have taken the PAL or LAB; and
- the relationship between Austin Independent School District's achievement testing program and the high school minimum competency graduation requirement.

Comment:

This is a revised edition of publication 80.60.

48

81.30
(81.31)

Newsletter

ABSTRACT

Title: Nuts and Bolts of Testing 1981-82. Bulletins for Building Test Coordinators and Principals.

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 19

Summary:

This is a periodic newsletter for building test coordinators. There are separate sets of issues for test coordinators in elementary schools, junior high schools, and senior high schools. The issues summarize topics discussed at meetings, answer questions from building test coordinators, announce future meetings, and provide current updates on issues related to testing, etc.

The number of issues for each level in 1981-82 was:

K-12 - 1
Elementary - 7
Junior High - 3
7-12 - 1
Senior High - 3

81.30
(81.39)

Brochure

ABSTRACT

Title: Your Child's Scores In Basic Skills - Iowa Tests of Basic Skills, AISD Elementary Schools, School Year 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 6

Summary:

This brochure is sent to the parents of all students in grades one through six who took the Iowa Tests of Basic Skills (ITBS). Each student's ITBS scores are provided on a gummed label to be affixed to the last page of the brochure. Using a question-and-answer format, the brochure provides information about the test and the test scores. A Spanish version is also available.

Comments:

This is a revised edition of last year's publication 80.76.

81.30
(81.40)

Brochure

ABSTRACT

Title: Your Scores in Basic Skills - Iowa Tests of Basic Skills, AISD Junior High Schools, School Year 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 6

Summary:

A copy of this brochure is provided to each junior high school student who took the Iowa Tests of Basic Skills (ITBS). Each student's ITBS scores are provided on a gummed label to be affixed to the last page of the brochure. Using a question-and-answer format, the brochure provides information about the test, the test scores, and high school graduation minimum competency requirements.

Comments:

This is a revised and updated edition of last year's publication 80.75.

81.30
(81.41)

Brochure

ABSTRACT

Title: Your Scores in Basic Skills - Sequential Tests of Educational Progress, AISD High Schools, School Year 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 6

Summary:

A copy of this brochure is provided to each high school student who took the Sequential Tests of Educational Progress (STEP). Each student's STEP scores are provided on a gummed label to be affixed to the last page of the brochure. Using a question-and-answer format, the brochure provides information about the tests, the test scores, and competency requirements for graduation.

Comments:

This is a revised and updated edition of last year's publication 80.74.

81.30
(81.46)

Occasional Paper ABSTRACT

Title: 1. Develop Your Own Practice Test When . . . a) You Change Achievement Tests; b) Your Needs are Unique; c) You Don't Have Much Money; d) All of the Above.

Contact Persons: Catherine Christner, Kevin Matter, Glynn Ligon

No. Pages: 15

Summary:

Practice tests were developed in an urban school district as a result of changing the standardized achievement tests given in grades one through eight. The Iowa Tests of Basic Skills, normed in 1978, were chosen to replace the California Achievement Tests, normed in 1970. This paper details the reasons for the development of the practice tests, as well as the actual development process. Finally the success of the practice tests is judged in terms of district personnel's responses to its actual use.

Comments:

This paper was presented at the 1982 annual meeting of the American Educational Research Association in New York.

81.30
(81.59)

Occasional Paper ABSTRACT

Title: Warning! Iceberg!: A Checklist of Issues Related to Changing Achievement Tests

Contact Person: Glynn Ligon

No. Pages: 8

Summary:

When your test booklets are all dog-eared and coming unstapled, when you have marked all five answers to some items in the booklets because students have marked the "correct" choice, when your college-bound seniors are scoring at the 25th percentile because you are still using 1965 norms, when half the teachers have copies of the test in their desks, and when older students support their habits by selling test items to freshmen, then you finally get up the nerve to face changing achievement tests. Every ounce of energy is focused on two tasks--selecting a replacement and obtaining the money to purchase it. When this happened in the Austin Independent School District, we discovered that these two tasks were just the tip of an iceberg. Literally hundreds of smaller tasks, issues, and decisions loomed below.

The selection of a new achievement test and the securing of the funds to purchase it are indeed the overriding concerns of systems changing tests. During the transition, hundreds of smaller decisions must be made--many of these involving changes necessitated by the new test but unanticipated beforehand. To ensure a successful transition, these decisions must be anticipated to allow planning to take place. The experiences of Austin's school system can be of great assistance to others, not so much in providing answers, as in identifying the issues which must be addressed.

Comments:

This paper was presented at the American Educational Research Association meeting in New York, New York in March, 1982.

81.30
(81.60)

Occasional Paper ABSTRACT

Title: Anomalies in Achievement Analyses

Contact Person: Glynn Ligon, Kevin Matter

No. Pages: 14

Summary:

The explanation of standardized achievement test results is not a simple process, particularly when unexpected anomalies or mystifying inconsistencies are present in the data. This paper pulls together these anomalies, along with some questions which often confuse teachers and other school staff. A practitioner's perspective is taken to assist researchers and evaluators in understanding when an inconsistency is an error and when it is an explainable anomaly.

Comments:

This paper was presented at the American Education Research Association meeting in New York, New York in March, 1982.

81.30
(81.61)

Occasional Paper

ABSTRACT

Title: Preparing Students for Standardized Testing: A Literature Review

Contact Person: Phil Jones, Glynn Ligon

No. Pages: 8

Summary:

This literature review focuses on three variables which affect students' achievement scores and which can be manipulated prior to test administration. They are (1) testwiseness, (2) practice tests, and (3) test practice.

Testwiseness is a student's ability to enhance his or her score by using strategies independent of content knowledge. Testwiseness can be measured and taught, is only mildly related to general intelligence, increases with maturation, and is unrelated to sex. Although testwiseness skills can be taught (and the reliability and predictive power of some tests may be thus enhanced), the effects of such instruction do not last long and may vary with the type of skill being taught. Some of the implications of these research findings bearing on public school administration are explored in this paper.

Taking one standardized test for practice was found to improve scores on a subsequent test up to two months later. Any further test practice was found to produce no further improvement.

No research was found describing the effects of practice tests on student performance or on the reliability or predictive power of the associated test.

Comments:

This paper was presented at the American Educational Research Association meeting in New York, New York in March, 1982

81.30
(81.62)

Occasional Paper

ABSTRACT

Title: Preparing Students for Standardized Testing: One District's Perspective

Contact Person: Glynn Ligon, Phil Jones

No. Pages: 8

Summary:

In our school system with 80 schools, we found 80 approaches to preparing students for their annual standardized achievement test. So that comparisons of achievement test scores across campuses would be unaffected by variations in these test preparation activities, we set out to standardize all testwiseness instruction and practice testing across the school system.

An appropriate preparation activity was defined as one which meets two criteria. It must:

(1) contribute to students' performing on the test near their true achievement levels, and
(2) contribute more to their scores than would an equal amount of regular classroom instruction.

This paper identifies appropriate testwiseness skills to teach. The bases for these distinctions were two:

(1) a review of the research literature on testwiseness (see ORE publication no. 81.61), and
(2) an informal study of the testwiseness cues helpful in taking the Iowa Tests of Basic Skills.

Test practice is advocated; however, the use of full-length standardized tests for practice seems a poor use of valuable instructional time. Instead, teachers are encouraged to make their own tests more like standardized tests.

Preparing students for standardized tests is important. Students need and deserve to know what the tests are, why they are taking them, and why they are important. The classroom teacher is the key person in standardizing preparation procedures. Locally developed materials for teachers to use to this end are described and made available.

Comments:

This paper was presented at the American Educational Research Association meeting in New York, New York in March, 1982.

81.30
(81.64)

Miscellaneous Document ABSTRACT

Title: Packet for the Preparation of Students for the ITBS: Kindergarten

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 5

Summary:

This packet is intended to help standardize the way that kindergarten students are prepared to take the Iowa Tests of Basic Skills. It consists of the objectives for three presentations.

The documents, in the order they are to be presented are:

1. Introduction to Standardized Testing
2. Testwiseness
3. Being Prepared for Testing

These documents have scripts which teachers may use as a guide for presenting the objectives.

Comments

- See publication 80.63 and 80.70 for similar documents for first through eighth graders.
- See publication 79.26 for more complete information on AISD Practice Tests.

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(81.69)

Brochure

ABSTRACT

Title: Your Child's Scores in Basic Skills - Iowa Tests of Basic Skills, AISD Kindergarten, School Year 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 4

Summary:

This brochure is sent to the parents of all kindergarten students who took the Iowa Tests of Basic Skills (ITBS) in the spring. Each student's ITBS scores are printed on the last page of the brochure. Using a question-and-answer format, the brochure provides information about the test and the test scores. A Spanish version is available also.

III. Systemwide Achievement Profiles

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81.30

AUSTIN INDEPENDENT SCHOOL DISTRICT
SYSTEMWIDE ACHIEVEMENT PROFILES
1981-82

The following pages include District summary data for the achievement tests administered in the spring of the 1981-82 school year to all AISD students in grades K-12. The Iowa Tests of Basic Skills (ITBS) is administered in grades K-8, the Sequential Tests of Educational Progress (STEP) is administered in grades 9-12, and the Texas Assessment of Basic Skills (TABS) is administered in grades 3, 5, and 9-11.

The following summaries are presented separately for each grade:

ITBS	STEP
Scores for the Total Group and by Ethnicity	
. Median Percentiles . Grade Equivalents	. Median Percentiles based on 1970 norms . Median Percentiles based on 1978 norms (all tests except Science)
Scores for the Total Group Only	
. Percent of students scoring in various percentile ranges . Percent of students scoring plus or minus 1.0 grade equivalent from grade level	. Percent of students scoring in various percentile ranges (1970 norms)

These summary scores are also presented for students who were tested in each of the past two, three, and four (STEP only) years. These scores reflect achievement of the same students over time.

Students' scores were excluded from these achievement summaries under the following conditions:

> Special Education: Scores for special education students who received one or more hours (grades K-6) or more than three hours (grades 7-12) of special education services per day, or who took the test for experience only.
>
> Limited English Proficient (LEP): Scores for students who were dominant or monolingual in a language other than English.

To be included in the scores for one of the groups tested two, three, or four years, a student had to meet these criteria:

- Took all tests given each year.
- Not LEP category A or B in 1981-82.
- Grade level increased by one each year.
- Did not receive one or more hours (grades K-6) or more than three hours (grades 7-12) of special education services in 1981-82.
- Did not take the test for experience only in 1981-82.

Achievement areas measured in 1981-82 included:

ITBS			STEP
Kindergarten	*Grades 1 and 2*	*Grades 3-8*	*Grades 9-12*
Listening	Reading	Reading	Reading
Language	Spelling	Language	Math
Math	Word Analysis	Work-Study	Science
	Math	Math	Mechanics of Writing

Scores are provided for major skill areas as well as for subtests within those areas The median Basic Battery Composite (grades 1 and 2) and Complete Battery Composite (grades 3-8) percentile scores on the ITBS are also listed for each grade, for the total group and by ethnicity.

TABS

- Percentage Mastering Each Objective
- Percentage Mastering Exit-Level Test

The Texas Assessment of Basic Skills (TABS) is a State-mandated, criterion-referenced test in the areas of reading, math, and writing. The District profiles included in this section summarize the 1981-82 administration at grades 3, 5, and 9. Results are shown in terms of the percent of students mastering an objective, with three-out-of-four items needed for mastery at the State level.

Students' scores were excluded from these achievement summaries under the following conditions:

> Special Education: Scores for special education students who took the test even though exempted by their ARD Committee or who took the test for experience only.
>
> Invalid: Scores for individual tests which the teacher marked DO NOT SCORE because of a circumstance which makes the score invalid, e.g., illness during a test.

ACHIEVEMENT PROFILES

MEDIANS

GRADES K-12

1981-82

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: K
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED		STUDENTS TESTED BOTH FALL & SPRING	
		FALL 1981	SPRING 1982	FALL 1982	SPRING 1982
LANGUAGE					
ALL STUDENTS	GE	P.88	K.80	P.92	K.87
	%ILE	28	50	32	52
	NUMBER TESTED	3506	3457	2825	2825
BLACK	GE	P.66	K.14	P.66	K.14
	%ILE	14	23	14	23
	NUMBER TESTED	498	592	478	478
HISPANIC	GE	P.74	K.34	P.75	K.37
	%ILE	19	32	20	34
	NUMBER TESTED	853	952	797	797
ANGLO/OTHER	GE	K.13	1.28	K.25	1.38
	%ILE	45	63	51	65
	NUMBER TESTED	2155	1913	1550	1550
LISTENING					
ALL STUDENTS	GE		K.77		K.80
	%ILE		48		50
	NUMBER TESTED		3471		2815
BLACK	GE		K.42		K.43
	%ILE		30		31
	NUMBER TESTED		596		476
HISPANIC	GE		K.54		K.57
	%ILE		38		38
	NUMBER TESTED		960		793
ANGLO/OTHER	GE		1.03		1.08
	%ILE		62		65
	NUMBER TESTED		1915		1548
MATH					
ALL STUDENTS	GE		K.74		K.77
	%ILE		48		49
	NUMBER TESTED		3461		2820
BLACK	GE		K.26		K.27
	%ILE		26		28
	NUMBER TESTED		593		476
HISPANIC	GE		K.32		K.36
	%ILE		30		32
	NUMBER TESTED		956		795
ANGLO/OTHER	GE		1.06		1.12
	%ILE		61		63
	NUMBER TESTED		1912		1549

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 1
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED GR.1 79-80	GR.1 80-81	GR.1 81-82
COMPOSITE				
ALL STUDENTS	GE	2.07	2.10	2.09
	%ILE	60	61	61
	NUMBER TESTED	3988	3706	3770
BLACK	GE	1.66	1.64	1.65
	%ILE	42	42	43
	NUMBER TESTED	774	793	748
HISPANIC	GE	1.71	1.67	1.71
	%ILE	45	44	46
	NUMBER TESTED	1052	1070	1110
ANGLO/OTHER	GE	2.41	2.57	2.56
	%ILE	72	78	77
	NUMBER TESTED	2162	1843	1912
READING TOTAL				
ALL STUDENTS	GE	2.08	2.12	2.10
	%ILE	61	63	62
	NUMBER TESTED	3994	3753	3815
BLACK	GE	1.62	1.62	1.67
	%ILE	42	42	44
	NUMBER TESTED	774	806	762
HISPANIC	GE	1.70	1.68	1.72
	%ILE	46	45	47
	NUMBER TESTED	1057	1099	1127
ANGLO/OTHER	GE	2.48	2.61	2.59
	%ILE	77	80	80
	NUMBER TESTED	2163	1848	1926
VOCABULARY				
ALL STUDENTS	GE	2.12	2.17	2.12
	%ILE	63	65	63
	NUMBER TESTED	4012	3804	3848
BLACK	GE	1.65	1.65	1.68
	%ILE	44	44	46
	NUMBER TESTED	778	811	763
HISPANIC	GE	1.74	1.79	1.74
	%ILE	48	50	48
	NUMBER TESTED	1068	1134	1155
ANGLO/OTHER	GE	2.48	2.60	2.54
	%ILE	76	79	77
	NUMBER TESTED	2166	1859	1930
READING COMPREHENSION				
ALL STUDENTS	GE	2.02	2.04	2.07
	%ILE	59	60	61
	NUMBER TESTED	4006	3771	3827
BLACK	GE	1.60	1.62	1.63
	%ILE	43	43	44
	NUMBER TESTED	778	812	766
HISPANIC	GE	1.67	1.61	1.70
	%ILE	45	43	46
	NUMBER TESTED	1061	1107	1129
ANGLO/OTHER	GE	2.43	2.54	2.52
	%ILE	74	77	77
	NUMBER TESTED	2167	1852	1930

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 1
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED GR.1 79-80	GR.1 80-81	GR.1 81-82
MATH TOTAL				
ALL STUDENTS	GE	1.82	1.86	1.87
	%ILE	51	53	53
	NUMBER TESTED	3992	3759	3816
BLACK	GE	1.53	1.51	1.57
	%ILE	34	33	36
	NUMBER TESTED	774	804	756
HISPANIC	GE	1.60	1.64	1.65
	%ILE	38	40	40
	NUMBER TESTED	1060	1103	1139
ANGLO/OTHER	GE	2.08	2.15	2.16
	%ILE	64	68	68
	NUMBER TESTED	2156	1852	1921
MATH CONCEPTS				
ALL STUDENTS	GE	1.76	1.79	1.81
	%ILE	48	50	51
	NUMBER TESTED	4000	3787	3837
BLACK	GE	1.45	1.47	1.55
	%ILE	32	33	38
	NUMBER TESTED	778	807	767
HISPANIC	GE	1.54	1.60	1.59
	%ILE	37	40	39
	NUMBER TESTED	1063	1124	1146
ANGLO/OTHER	GE	2.01	2.10	2.08
	%ILE	61	64	64
	NUMBER TESTED	2159	1856	1924
MATH PROBLEMS				
ALL STUDENTS	GE	1.84	1.85	1.85
	%ILE	51	52	51
	NUMBER TESTED	3997	3773	3829
BLACK	GE	1.41	1.38	1.38
	%ILE	34	33	33
	NUMBER TESTED	778	809	764
HISPANIC	GE	1.46	1.55	1.52
	%ILE	36	41	40
	NUMBER TESTED	1061	1112	1142
ANGLO/OTHER	GE	2.21	2.27	2.28
	%ILE	65	64	67
	NUMBER TESTED	2156	1852	1923
MATH COMPUTATION				
ALL STUDENTS	GE	1.87	1.89	1.91
	%ILE	59	60	63
	NUMBER TESTED	3995	3772	3841
BLACK	GE	1.71	1.69	1.72
	%ILE	44	42	46
	NUMBER TESTED	774	806	759
HISPANIC	GE	1.73	1.78	1.87
	%ILE	47	51	59
	NUMBER TESTED	1061	1111	1166
ANGLO/OTHER	GE	1.94	2.00	2.02
	%ILE	65	70	70
	NUMBER TESTED	2160	1855	1924

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 1
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED GR.1 79-80	GR.1 80-81	GR.1 81-82
SPELLING				
ALL STUDENTS	GE	1.97	2.07	2.12
	%ILE	57	60	62
	NUMBER TESTED	3995	3758	3815
BLACK	GE	1.67	1.74	1.73
	%ILE	44	48	47
	NUMBER TESTED	778	808	766
HISPANIC	GE	1.71	1.70	1.75
	%ILE	46	46	48
	NUMBER TESTED	1057	1099	1123
ANGLO/OTHER	GE	2.39	2.73	2.77
	%ILE	68	75	76
	NUMBER TESTED	2160	1851	1926
WORD ANALYSIS				
ALL STUDENTS	GE	2.16	2.15	2.13
	%ILE	63	61	60
	NUMBER TESTED	4007	3783	3819
BLACK	GE	1.71	1.64	1.65
	%ILE	46	43	44
	NUMBER TESTED	775	808	763
HISPANIC	GE	1.76	1.69	1.80
	%ILE	48	45	50
	NUMBER TESTED	1065	1116	1126
ANGLO/OTHER	GE	2.47	2.60	2.58
	%ILE	73	76	76
	NUMBER TESTED	2167	1859	1927

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 2
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS	
		GR.2 79-80	GR.2 80-81	GR.2 81-82	GR.1 80-81	GR.2 81-82
COMPOSITE						
ALL STUDENTS	GE	3.08	3.13	3.17	2.27	3.28
	%ILE	57	59	61	68	64
	NUMBER TESTED	4080	3712	3579	2675	2675
BLACK	GE	2.50	2.64	2.70	1.87	2.81
	%ILE	38	39	44	52	49
	NUMBER TESTED	777	770	728	556	556
HISPANIC	GE	2.48	2.67	2.71	1.89	2.80
	%ILE	36	43	48	54	46
	NUMBER TESTED	1066	1087	1022	787	787
ANGLO/OTHER	GE	3.58	3.64	3.63	2.70	3.75
	%ILE	73	76	75	81	79
	NUMBER TESTED	2237	1855	1829	1332	1332
READING TOTAL						
ALL STUDENTS	GE	3.03	3.10	3.16	2.31	3.22
	%ILE	58	60	62	71	65
	NUMBER TESTED	4072	3736	3589	2675	2675
BLACK	GE	2.45	2.45	2.65	1.88	2.76
	%ILE	36	36	43	54	47
	NUMBER TESTED	775	774	728	556	556
HISPANIC	GE	2.38	2.58	2.65	1.84	2.73
	%ILE	33	40	42	57	46
	NUMBER TESTED	1062	1095	1026	787	737
ANGLO/OTHER	GE	3.56	3.66	3.67	2.78	3.79
	%ILE	77	80	80	85	82
	NUMBER TESTED	2235	1867	1835	1332	1332
VOCABULARY						
ALL STUDENTS	GE	2.99	3.03	3.05	2.34	3.13
	%ILE	57	58	59	71	61
	NUMBER TESTED	4083	3760	3609	2675	2675
BLACK	GE	2.32	2.35	2.54	1.85	2.63
	%ILE	35	36	42	56	45
	NUMBER TESTED	778	781	732	556	556
HISPANIC	GE	2.28	2.52	2.50	2.04	2.58
	%ILE	34	41	40	60	43
	NUMBER TESTED	1067	1107	1039	787	787
ANGLO/OTHER	GE	3.46	3.54	3.53	2.71	3.60
	%ILE	71	73	73	82	75
	NUMBER TESTED	2238	1872	1838	1332	1332
READING COMPREHENSION						
ALL STUDENTS	GE	2.97	3.06	3.17	2.22	3.25
	%ILE	56	58	62	67	64
	NUMBER TESTED	4078	3745	3596	2675	2675
BLACK	GE	2.44	2.46	2.67	1.81	2.76
	%ILE	38	39	48	51	49
	NUMBER TESTED	776	775	730	556	556
HISPANIC	GE	2.43	2.63	2.71	1.86	2.81
	%ILE	36	45	48	53	51
	NUMBER TESTED	1064	1098	1030	787	787
ANGLO/OTHER	GE	3.55	3.72	3.74	2.75	3.84
	%ILE	72	76	76	82	78
	NUMBER TESTED	2238	1872	1836	1332	1332

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 2
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS	
		GR.2 79-80	GR.2 80-81	GR.2 81-82	GR.1 80-81	GR.2 81-82
MATH TOTAL						
ALL STUDENTS	GE	2.82	2.82	2.87	1.86	2.94
	%ILE	50	50	53	58	55
	NUMBER TESTED	4073	3747	3608	2675	2675
BLACK	GE	2.43	2.40	2.49	1.63	2.51
	%ILE	32	31	35	40	38
	NUMBER TESTED	777	778	733	556	556
HISPANIC	GE	2.47	2.59	2.62	1.75	2.69
	%ILE	34	40	41	47	44
	NUMBER TESTED	1065	1103	1043	787	787
ANGLO/OTHER	GE	3.12	3.17	3.19	2.25	3.25
	%ILE	63	65	66	72	69
	NUMBER TESTED	2231	1868	1832	1332	1332
MATH CONCEPTS						
ALL STUDENTS	GE	2.84	2.82	2.91	1.89	2.94
	%ILE	51	50	54	55	55
	NUMBER TESTED	4075	3755	3613	2675	2675
BLACK	GE	2.41	2.36	2.45	1.59	2.46
	%ILE	34	32	35	40	38
	NUMBER TESTED	777	777	734	556	556
HISPANIC	GE	2.38	2.52	2.59	1.70	2.69
	%ILE	33	38	41	45	45
	NUMBER TESTED	1065	1103	1045	787	787
ANGLO/OTHER	GE	3.15	3.16	3.21	2.24	3.26
	%ILE	62	63	64	70	66
	NUMBER TESTED	2233	1875	1834	1332	1332
MATH PROBLEMS						
ALL STUDENTS	GE	2.83	2.82	2.84	2.00	2.92
	%ILE	50	50	51	57	53
	NUMBER TESTED	4075	3751	3609	2675	2675
BLACK	GE	2.36	2.29	2.35	1.53	2.39
	%ILE	35	33	34	39	38
	NUMBER TESTED	777	777	733	556	556
HISPANIC	GE	2.46	2.52	2.48	1.69	2.59
	%ILE	39	40	38	45	42
	NUMBER TESTED	1065	1103	1043	787	787
ANGLO/OTHER	GE	3.22	3.25	3.28	2.36	3.36
	%ILE	63	64	65	71	68
	NUMBER TESTED	2233	1871	1833	1332	1332
MATH COMPUTATION						
ALL STUDENTS	GE	2.83	2.87	2.90	1.94	2.92
	%ILE	52	56	58	63	60
	NUMBER TESTED	4077	3753	3609	2675	2675
BLACK	GE	2.54	2.58	2.67	1.79	2.67
	%ILE	33	36	41	53	41
	NUMBER TESTED	778	777	733	556	556
HISPANIC	GE	2.71	2.75	2.81	1.89	2.84
	%ILE	44	47	51	61	53
	NUMBER TESTED	1065	1104	1043	787	787
ANGLO/OTHER	GE	3.01	3.07	3.08	2.06	3.13
	%ILE	66	69	70	73	72
	NUMBER TESTED	2234	1872	1833	1332	1332

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 2
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS	
		GR.2 79-80	GR.2 80-81	GR.2 81-82	GR.1 80-81	GR.2 81-82
SPELLING						
ALL STUDENTS	GE	3.14	3.27	3.29	2.41	3.42
	%ILE	59	61	62	68	65
	NUMBER TESTED	4076	3744	3598	2675	2675
BLACK	GE	2.87	2.80	3.01	1.82	3.09
	%ILE	45	50	56	55	58
	NUMBER TESTED	776	775	730	556	556
HISPANIC	GE	2.56	2.73	2.79	1.87	2.91
	%ILE	41	47	49	53	53
	NUMBER TESTED	1065	1098	1032	787	787
ANGLO/OTHER	GE	3.62	3.79	3.74	2.88	3.90
	%ILE	69	73	72	78	75
	NUMBER TESTED	2235	1871	1836	1332	1332
WORD ANALYSIS						
ALL STUDENTS	GE	3.14	3.13	3.27	2.29	3.37
	%ILE	60	60	64	68	67
	NUMBER TESTED	4081	3755	3604	2675	2675
BLACK	GE	2.44	2.47	2.63	1.81	2.83
	%ILE	39	40	44	54	50
	NUMBER TESTED	777	780	733	556	556
HISPANIC	GE	2.48	2.60	2.64	1.93	2.83
	%ILE	40	44	45	54	50
	NUMBER TESTED	1066	1103	1035	787	787
ANGLO/OTHER	GE	3.69	3.78	3.81	2.79	4.02
	%ILE	74	76	77	80	80
	NUMBER TESTED	2238	1872	1836	1332	1332

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 3
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.3 79-80	GR.3 80-81	GR.3 81-82	GR.2 80-81	GR.3 81-82	GR.1 79-80	GR.2 80-81	GR.3 81-82
COMPOSITE									
ALL STUDENTS	GE	4.05	4.04	4.25	3.23	4.27	2.19	3.25	4.29
	%ILE	56	56	62	62	63	65	63	63
	NUMBER TESTED	4279	3716	3616	2838	2838	2330	2330	2330
BLACK	GE	3.23	3.43	3.53	2.70	3.56	1.90	2.73	3.56
	%ILE	31	37	41	45	41	54	46	41
	NUMBER TESTED	757	731	691	583	583	474	474	474
HISPANIC	GE	3.40	3.45	3.90	2.84	3.93	1.88	2.87	3.98
	%ILE	36	38	51	50	52	54	51	54
	NUMBER TESTED	1076	1082	1008	863	863	716	716	716
ANGLO/OTHER	GE	4.54	4.62	4.76	3.74	4.83	2.58	3.76	4.83
	%ILE	70	72	78	79	78	78	79	78
	NUMBER TESTED	2444	1903	1817	1392	1392	1140	1140	1140
READING TOTAL									
ALL STUDENTS	GE	3.98	3.94	4.10	3.20	4.13	2.24	3.21	4.14
	%ILE	54	53	58	64	59	68	65	60
	NUMBER TESTED	4281	3781	3558	2838	2838	2330	2330	2330
BLACK	GE	3.12	3.25	3.38	2.62	3.42	1.86	2.64	3.42
	%ILE	30	34	37	41	38	53	42	38
	NUMBER TESTED	760	757	706	583	583	474	474	474
HISPANIC	GE	3.27	3.31	3.68	2.79	3.71	1.90	2.81	3.75
	%ILE	34	35	47	49	48	55	50	48
	NUMBER TESTED	1076	1108	1018	863	863	716	716	716
ANGLO/OTHER	GE	4.54	4.60	4.67	3.77	4.75	2.68	3.79	4.75
	%ILE	69	71	73	83	75	82	83	75
	NUMBER TESTED	2443	1916	1835	1392	1392	1140	1140	1140
VOCABULARY									
ALL STUDENTS	GE	4.00	3.93	4.03	3.15	4.07	2.24	3.16	4.09
	%ILE	56	54	57	62	58	68	62	59
	NUMBER TESTED	4283	3785	3564	2838	2838	2330	2330	2330
BLACK	GE	3.12	3.29	3.34	2.54	3.40	1.91	2.58	3.43
	%ILE	32	37	38	42	39	55	43	40
	NUMBER TESTED	760	757	705	583	583	474	474	474
HISPANIC	GE	3.21	3.27	3.60	2.72	3.66	1.96	2.74	3.69
	%ILE	34	36	45	46	46	57	48	47
	NUMBER TESTED	1078	1111	1022	863	863	716	716	716
ANGLO/OTHER	GE	4.57	4.61	4.60	3.65	4.67	2.63	3.66	4.67
	%ILE	71	72	72	76	74	80	76	74
	NUMBER TESTED	2445	1917	1837	1392	1392	1140	1140	1140
READING COMPREHENSION									
ALL STUDENTS	GE	3.89	3.87	4.06	3.17	4.11	2.19	3.19	4.11
	%ILE	52	52	58	62	58	66	62	58
	NUMBER TESTED	4283	3784	3559	2838	2838	2330	2330	2330
BLACK	GE	3.12	3.20	3.37	2.65	3.41	1.85	2.67	3.39
	%ILE	32	34	38	45	39	53	46	38
	NUMBER TESTED	761	758	705	583	583	474	474	474
HISPANIC	GE	3.27	3.36	3.73	2.78	3.77	1.87	2.83	3.80
	%ILE	36	38	48	50	50	53	51	50
	NUMBER TESTED	1078	1109	1019	863	863	716	716	716
ANGLO/OTHER	GE	4.43	4.52	4.65	3.81	4.72	2.67	3.81	4.73
	%ILE	67	69	72	78	74	80	78	74
	NUMBER TESTED	2444	1917	1835	1392	1392	1140	1140	1140

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 3
DATE OF REPORT: JUNE, 1982

			ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
			GR.3 79-80	GR.3 80-81	GR.3 81-82	GR.2 80-81	GR.3 81-82	GR.1 79-80	GR.2 80-81	GR.3 81-82
MATH TOTAL										
	ALL STUDENTS	GE	3.88	3.85	4.08	2.90	4.09	1.90	2.91	4.10
		%ILE	53	52	59	54	60	55	54	61
		NUMBER TESTED	4264	3769	3551	2838	2838	2330	2330	2330
	BLACK	GE	3.29	3.35	3.48	2.49	3.51	1.65	2.50	3.52
		%ILE	30	33	38	35	39	40	36	39
		NUMBER TESTED	756	751	701	583	583	474	474	474
	HISPANIC	GE	3.42	3.45	3.78	2.67	3.80	1.89	2.68	3.81
		%ILE	35	36	49	43	50	43	44	50
		NUMBER TESTED	1075	1105	1020	863	863	716	716	716
	ANGLO/OTHER	GE	4.30	4.30	4.44	3.24	4.50	2.18	3.25	4.50
		%ILE	67	67	72	68	74	69	68	74
		NUMBER TESTED	2433	1913	1830	1392	1392	1140	1140	1140
MATH CONCEPTS										
	ALL STUDENTS	GE	3.91	3.89	4.15	2.90	4.17	1.83	2.90	4.18
		%ILE	53	52	60	54	60	52	54	61
		NUMBER TESTED	4274	3775	3557	2838	2838	2330	2330	2330
	BLACK	GE	3.16	3.30	3.44	2.42	3.48	1.61	2.43	3.51
		%ILE	28	32	37	34	39	41	35	40
		NUMBER TESTED	760	752	704	583	583	474	474	474
	HISPANIC	GE	3.34	3.42	3.74	2.80	3.77	1.63	2.80	3.80
		%ILE	34	37	47	41	48	42	42	49
		NUMBER TESTED	1075	1107	1020	863	863	716	716	716
	ANGLO/OTHER	GE	4.40	4.41	4.62	3.22	4.72	2.12	3.23	4.72
		%ILE	67	67	73	65	75	65	65	75
		NUMBER TESTED	2439	1916	1833	1392	1392	1140	1140	1140
MATH PROBLEMS										
	ALL STUDENTS	GE	3.91	3.88	4.06	2.91	4.11	1.93	2.93	4.12
		%ILE	53	52	57	52	59	54	53	58
		NUMBER TESTED	4267	3775	3556	2838	2838	2330	2330	2330
	BLACK	GE	3.30	3.31	3.46	2.42	3.50	1.57	2.44	3.51
		%ILE	34	34	38	37	39	40	38	40
		NUMBER TESTED	758	752	702	583	583	474	474	474
	HISPANIC	GE	3.51	3.47	3.77	2.60	3.79	1.62	2.63	3.81
		%ILE	40	39	48	43	49	42	43	49
		NUMBER TESTED	1075	1107	1020	863	863	716	716	716
	ANGLO/OTHER	GE	4.39	4.39	4.47	3.34	4.55	2.32	3.35	4.57
		%ILE	67	67	70	67	72	69	67	72
		NUMBER TESTED	2434	1916	1834	1392	1392	1140	1140	1140
MATH COMPUTATION										
	ALL STUDENTS	GE	3.78	3.73	3.95	2.94	3.98	1.91	2.95	4.01
		%ILE	48	45	59	61	60	63	62	62
		NUMBER TESTED	4267	3775	3557	2838	2838	2330	2330	2330
	BLACK	GE	3.41	3.44	3.55	2.66	3.58	1.82	2.66	3.60
		%ILE	26	27	34	41	36	55	42	37
		NUMBER TESTED	757	753	704	583	583	474	474	474
	HISPANIC	GE	3.54	3.56	3.85	2.84	3.85	1.84	2.83	3.85
		%ILE	33	34	52	53	53	57	53	53
		NUMBER TESTED	1076	1106	1021	863	863	716	716	716
	ANGLO/OTHER	GE	4.10	4.08	4.19	3.15	4.25	2.00	3.17	4.28
		%ILE	66	65	70	73	73	69	74	74
		NUMBER TESTED	2434	1916	1832	1392	1392	1140	1140	1140

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 3
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.3 79-80	GR.3 80-81	GR.3 81-82	GR.2 80-81	GR.3 81-82	GR.1 79-80	GR.2 80-81	GR.3 81-82
LANGUAGE TOTAL									
ALL STUDENTS	GE	4.47	4.51	4.80		4.85			4.85
	%ILE	64	65	72		73			72
	NUMBER TESTED	4255	3752	3540		2838			2330
BLACK	GE	3.61	3.83	4.00		4.05			4.04
	%ILE	43	49	53		54			54
	NUMBER TESTED	752	742	697		583			474
HISPANIC	GE	3.70	3.87	4.40		4.48			4.53
	%ILE	46	50	63		64			65
	NUMBER TESTED	1070	1097	1013		863			716
ANGLO/OTHER	GE	5.01	5.12	5.23		5.31			5.31
	%ILE	76	78	80		81			81
	NUMBER TESTED	2433	1913	1830		1392			1140
SPELLING									
ALL STUDENTS	GE	4.34	4.47	4.63	3.48	4.71	2.21	3.55	4.73
	%ILE	61	64	67	66	69	63	67	69
	NUMBER TESTED	4278	3776	3559	2838	2838	2330	2330	2330
BLACK	GE	3.79	4.02	4.04	3.02	4.13	1.85	3.06	4.18
	%ILE	48	54	55	57	57	52	58	57
	NUMBER TESTED	758	753	705	583	583	474	474	474
HISPANIC	GE	3.62	3.79	4.27	2.86	4.40	1.84	3.04	4.47
	%ILE	44	48	60	54	62	52	57	64
	NUMBER TESTED	1078	1105	1018	863	863	716	716	716
ANGLO/OTHER	GE	4.78	5.01	5.01	3.91	5.12	2.68	3.95	5.14
	%ILE	70	74	74	75	75	74	75	78
	NUMBER TESTED	2444	1918	1836	1392	1392	1140	1140	1140
CAPITALIZATION									
ALL STUDENTS	GE	4.12	4.17	4.57		4.64			4.64
	%ILE	56	58	67		68			68
	NUMBER TESTED	4273	3778	3554		2838			2330
BLACK	GE	3.52	3.72	4.00		4.03			4.03
	%ILE	41	47	54		54			54
	NUMBER TESTED	755	752	702		583			474
HISPANIC	GE	3.50	3.78	4.29		4.33			4.38
	%ILE	41	48	61		62			62
	NUMBER TESTED	1075	1109	1019		863			716
ANGLO/OTHER	GE	4.65	4.74	5.03		5.13			5.13
	%ILE	69	70	78		78			78
	NUMBER TESTED	2443	1917	1833		1392			1140
PUNCTUATION									
ALL STUDENTS	GE	4.92	5.01	5.31		5.34			5.35
	%ILE	74	75	80		81			81
	NUMBER TESTED	4274	3774	3559		2838			2330
BLACK	GE	3.89	4.05	4.26		4.35			4.35
	%ILE	51	55	60		62			62
	NUMBER TESTED	758	753	706		583			474
HISPANIC	GE	4.21	4.41	4.97		4.97			5.01
	%ILE	59	64	75		75			75
	NUMBER TESTED	1076	1104	1017		863			716
ANGLO/OTHER	GE	5.49	5.60	5.75		5.86			5.86
	%ILE	83	84	86		87			87
	NUMBER TESTED	2440	1917	1836		1392			1140

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 3
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.3 79-80	GR.3 80-81	GR.3 81-82	GR.2 80-81	GR.3 81-82	GR.1 79-80	GR.2 80-81	GR.3 81-82
USAGE									
ALL STUDENTS	GE	4.36	4.31	4.61		4.64			4.63
	%ILE	59	58	64		64			64
	NUMBER TESTED	4277	3771	3559		2838			2330
BLACK	GE	3.21	3.32	3.58		3.64			3.62
	%ILE	37	39	44		45			45
	NUMBER TESTED	759	751	705		583			474
HISPANIC	GE	3.41	3.49	4.05		4.12			4.15
	%ILE	41	42	53		55			55
	NUMBER TESTED	1077	1105	1017		863			716
ANGLO/OTHER	GE	5.07	5.13	5.25		5.30			5.28
	%ILE	71	72	74		75			75
	NUMBER TESTED	2441	1915	1837		1392			1140
WORK-STUDY SKILLS TOTAL									
ALL STUDENTS	GE	3.99	3.94	4.23		4.26			4.27
	%ILE	56	55	62		63			63
	NUMBER TESTED	4267	3767	3555		2838			2330
BLACK	GE	3.21	3.32	3.52		3.56			3.58
	%ILE	33	36	42		43			43
	NUMBER TESTED	757	748	705		583			474
HISPANIC	GE	3.43	3.44	3.85		3.99			3.98
	%ILE	39	40	55		56			56
	NUMBER TESTED	1078	1103	1017		863			716
ANGLO/OTHER	GE	4.51	4.51	4.66		4.74			4.73
	%ILE	70	70	74		76			76
	NUMBER TESTED	2434	1916	1833		1392			1140
VISUAL MATERIALS									
ALL STUDENTS	GE	3.92	3.87	4.15		4.18			4.18
	%ILE	53	52	60		61			61
	NUMBER TESTED	4270	3774	3558		2838			2330
BLACK	GE	3.15	3.30	3.42		3.49			3.50
	%ILE	31	35	39		41			42
	NUMBER TESTED	757	750	706		583			474
HISPANIC	GE	3.36	3.38	3.90		3.93			3.96
	%ILE	37	38	53		53			54
	NUMBER TESTED	1077	1106	1017		863			716
ANGLO/OTHER	GE	4.41	4.44	4.67		4.73			4.72
	%ILE	67	67	73		75			75
	NUMBER TESTED	2436	1918	1836		1392			1140
REFERENCE MATERIALS									
ALL STUDENTS	GE	3.98	3.93	4.22		4.26			4.27
	%ILE	55	53	62		63			64
	NUMBER TESTED	4270	3769	3555		2838			2330
BLACK	GE	3.22	3.33	3.58		3.59			3.58
	%ILE	32	35	43		43			43
	NUMBER TESTED	758	749	705		583			474
HISPANIC	GE	3.46	3.47	3.89		3.94			3.97
	%ILE	39	40	52		54			54
	NUMBER TESTED	1076	1104	1017		863			716
ANGLO/OTHER	GE	4.44	4.49	4.61		4.69			4.70
	%ILE	69	70	73		76			75
	NUMBER TESTED	2436	1916	1833		1392			1140

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 4
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.4 79-80	GR.4 80-81	GR.4 81-82	GR.3 80-81	GR.4 81-82	GR.2 79-80	GR.3 80-81	GR.4 81-82
COMPOSITE									
ALL STUDENTS	GE	5.08	5.07	5.01	4.11	5.07	3.16	4.14	5.10
	%ILE	57	57	55	58	57	60	59	57
	NUMBER TESTED	4028	3958	3626	2910	2910	2486	2486	2486
BLACK	GE	3.98	4.13	4.36	3.50	4.41	2.73	3.52	4.45
	%ILE	27	32	38	39	40	46	40	41
	NUMBER TESTED	674	742	722	604	604	527	527	527
HISPANIC	GE	4.27	4.32	4.41	3.65	4.48	2.55	3.61	4.52
	%ILE	36	37	40	41	42	39	43	43
	NUMBER TESTED	946	1033	1037	878	878	759	759	759
ANGLO/OTHER	GE	5.75	5.69	5.84	4.69	5.74	3.70	4.75	5.83
	%ILE	73	72	70	74	73	78	76	75
	NUMBER TESTED	2406	2183	1867	1428	1428	1200	1200	1200
READING TOTAL									
ALL STUDENTS	GE	5.06	4.97	4.88	4.01	4.94	3.12	4.02	4.97
	%ILE	56	53	51	55	52	61	56	53
	NUMBER TESTED	4028	4005	3661	2910	2910	2486	2486	2486
BLACK	GE	3.82	3.92	4.16	3.41	4.27	2.65	3.45	4.30
	%ILE	23	25	32	37	34	43	39	36
	NUMBER TESTED	675	751	731	604	604	527	527	527
HISPANIC	GE	4.11	4.14	4.13	3.43	4.23	2.51	3.48	4.26
	%ILE	30	31	31	38	33	37	39	34
	NUMBER TESTED	946	1050	1050	878	878	759	759	759
ANGLO/OTHER	GE	5.82	5.73	5.57	4.66	5.72	3.73	4.72	5.80
	%ILE	74	72	68	73	72	82	74	73
	NUMBER TESTED	2407	2204	1880	1428	1428	1200	1200	1200
VOCABULARY									
ALL STUDENTS	GE	5.04	5.02	4.91	3.99	4.98	3.05	4.00	5.00
	%ILE	56	56	54	56	55	59	56	55
	NUMBER TESTED	4030	4006	3664	2910	2910	2486	2486	2486
BLACK	GE	3.94	4.04	4.18	3.38	4.29	2.61	3.41	4.35
	%ILE	30	33	36	39	38	44	39	39
	NUMBER TESTED	675	751	731	604	604	527	527	527
HISPANIC	GE	4.13	4.15	4.15	3.37	4.22	2.41	3.40	4.23
	%ILE	35	36	36	39	37	38	39	37
	NUMBER TESTED	947	1050	1052	878	878	759	759	759
ANGLO/OTHER	GE	5.84	5.70	5.65	4.65	5.73	3.61	4.69	5.83
	%ILE	75	72	71	73	72	75	74	75
	NUMBER TESTED	2408	2205	1881	1428	1428	1200	1200	1200
READING COMPREHENSION									
ALL STUDENTS	GE	4.99	4.91	4.81	3.95	4.87	3.07	3.98	4.89
	%ILE	54	53	50	54	51	59	55	52
	NUMBER TESTED	4029	4005	3668	2910	2910	2486	2486	2486
BLACK	GE	3.70	3.88	4.12	3.38	4.20	2.67	3.41	4.28
	%ILE	24	28	33	38	36	46	39	37
	NUMBER TESTED	676	751	732	604	604	527	527	527
HISPANIC	GE	4.03	4.06	4.09	3.47	4.14	2.59	3.51	4.25
	%ILE	31	32	33	41	34	43	42	37
	NUMBER TESTED	946	1050	1053	878	878	759	759	759
ANGLO/OTHER	GE	5.79	5.73	5.54	4.64	5.73	3.77	4.67	5.60
	%ILE	71	70	66	72	70	77	72	72
	NUMBER TESTED	2407	2204	1883	1428	1428	1200	1200	1200

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 4
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.4 79-80	GR.4 80-81	GR.4 81-82	GR.3 80-81	GR.4 81-82	GR.2 79-80	GR.3 80-81	GR.4 81-82
MATH TOTAL									
ALL STUDENTS	GE	4.97	4.87	4.85	3.92	4.90	2.87	3.94	4.93
	%ILE	56	52	51	54	53	52	55	54
	NUMBER TESTED	4024	3991	3862	2910	2910	2486	2486	2486
BLACK	GE	4.09	4.21	4.30	3.45	4.32	2.53	3.46	4.35
	%ILE	27	31	34	37	34	37	37	35
	NUMBER TESTED	673	748	729	604	604	527	527	527
HISPANIC	GE	4.38	4.35	4.41	3.56	4.47	2.56	3.59	4.51
	%ILE	36	36	37	41	40	38	42	41
	NUMBER TESTED	943	1047	1051	878	878	759	759	759
ANGLO/OTHER	GE	5.49	5.36	5.32	4.38	5.43	3.22	4.43	5.49
	%ILE	71	67	68	70	70	67	72	71
	NUMBER TESTED	2408	2196	1882	1428	1428	1200	1200	1200
MATH CONCEPTS									
ALL STUDENTS	GE	5.07	4.98	4.95	3.96	5.00	2.88	3.97	5.03
	%ILE	56	54	53	54	54	53	55	55
	NUMBER TESTED	4025	3996	3868	2910	2910	2486	2486	2486
BLACK	GE	4.07	4.12	4.30	3.44	4.34	2.49	3.45	4.39
	%ILE	27	29	34	37	36	37	38	37
	NUMBER TESTED	673	749	732	604	604	527	527	527
HISPANIC	GE	4.31	4.28	4.44	3.52	4.48	2.45	3.53	4.50
	%ILE	35	34	39	40	40	36	40	40
	NUMBER TESTED	943	1049	1052	878	878	759	759	759
ANGLO/OTHER	GE	5.59	5.51	5.52	4.47	5.66	3.27	4.50	5.70
	%ILE	68	67	67	69	70	68	70	71
	NUMBER TESTED	2409	2198	1884	1428	1428	1200	1200	1200
MATH PROBLEMS									
ALL STUDENTS	GE	4.94	4.83	4.77	3.97	4.80	2.89	4.00	4.82
	%ILE	53	50	48	55	49	53	55	50
	NUMBER TESTED	4024	3994	3869	2910	2910	2486	2486	2486
BLACK	GE	3.89	4.04	4.11	3.44	4.14	2.54	3.46	4.15
	%ILE	26	29	31	36	31	40	38	32
	NUMBER TESTED	673	749	731	604	604	527	527	527
HISPANIC	GE	4.21	4.25	4.24	3.57	4.38	2.54	3.60	4.39
	%ILE	33	34	34	42	37	41	42	38
	NUMBER TESTED	943	1048	1053	878	878	759	759	759
ANGLO/OTHER	GE	5.55	5.39	5.37	4.45	5.42	3.35	4.50	5.48
	%ILE	70	68	65	69	67	67	70	68
	NUMBER TESTED	2408	2197	1885	1428	1428	1200	1200	1200
MATH COMPUTATION									
ALL STUDENTS	GE	4.93	4.82	4.83	3.79	4.89	2.88	3.81	4.92
	%ILE	55	49	50	49	53	58	50	54
	NUMBER TESTED	4025	3995	3867	2910	2910	2486	2486	2486
BLACK	GE	4.31	4.39	4.48	3.51	4.50	2.63	3.51	4.50
	%ILE	28	31	35	31	35	38	31	36
	NUMBER TESTED	673	748	731	604	604	527	527	527
HISPANIC	GE	4.52	4.50	4.55	3.61	4.60	2.79	3.63	4.64
	%ILE	36	35	38	37	40	50	38	41
	NUMBER TESTED	944	1050	1052	878	878	759	759	759
ANGLO/OTHER	GE	5.27	5.16	5.13	4.13	5.23	3.08	4.20	5.28
	%ILE	70	68	65	68	69	70	70	71
	NUMBER TESTED	2408	2197	1884	1428	1428	1200	1200	1200

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 4
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.4 79-80	GR.4 80-81	GR.4 81-82	GR.3 80-81	GR.4 81-82	GR.2 79-80	GR.3 80-81	GR.4 81-82
LANGUAGE TOTAL									
ALL STUDENTS	GE	5.32	5.44	5.40	4.59	5.50		4.65	5.56
	%ILE	60	62	62	67	63		68	65
	NUMBER TESTED	4010	3982	3652	2910	2910		2486	2486
BLACK	GE	4.20	4.62	4.78	3.96	4.86		4.00	4.90
	%ILE	35	44	48	52	50		53	50
	NUMBER TESTED	670	748	730	604	604		527	527
HISPANIC	GE	4.51	4.77	4.84	4.01	4.94		4.07	5.01
	%ILE	41	47	49	54	51		55	53
	NUMBER TESTED	941	1042	1046	878	878		759	759
ANGLO/OTHER	GE	6.04	6.05	6.01	5.23	6.18		5.30	6.26
	%ILE	74	74	74	80	77		81	78
	NUMBER TESTED	2399	2194	1876	1428	1428		1200	1200
SPELLING									
ALL STUDENTS	GE	5.39	5.37	5.28	4.59	5.39	3.29	4.67	5.44
	%ILE	61	61	59	66	61	62	68	62
	NUMBER TESTED	4027	4003	3667	2910	2910	2486	2486	2486
BLACK	GE	4.46	4.74	4.87	4.20	4.91	2.98	4.23	4.96
	%ILE	41	47	50	58	51	55	60	52
	NUMBER TESTED	675	750	733	604	604	527	527	527
HISPANIC	GE	4.49	4.57	4.64	3.95	4.73	2.65	4.00	4.80
	%ILE	42	43	45	52	47	44	54	48
	NUMBER TESTED	945	1051	1053	878	878	759	759	759
ANGLO/OTHER	GE	5.86	5.86	5.70	5.11	5.89	3.91	5.19	5.92
	%ILE	71	71	67	75	71	75	77	72
	NUMBER TESTED	2407	2202	1881	1428	1428	1200	1200	1200
CAPITALIZATION									
ALL STUDENTS	GE	4.92	5.17	5.17	4.28	5.20		4.32	5.22
	%ILE	51	56	56	60	57		62	57
	NUMBER TESTED	4024	4003	3667	2910	2910		2486	2486
BLACK	GE	4.03	4.42	4.56	3.88	4.65		3.91	4.65
	%ILE	30	39	42	51	44		51	44
	NUMBER TESTED	672	748	732	604	604		527	527
HISPANIC	GE	4.22	4.62	4.71	3.87	4.74		3.89	4.87
	%ILE	35	43	46	51	46		51	50
	NUMBER TESTED	945	1052	1054	878	878		759	759
ANGLO/OTHER	GE	5.60	5.73	5.63	4.91	5.85		4.99	5.91
	%ILE	65	68	66	74	70		75	71
	NUMBER TESTED	2407	2203	1881	1428	1428		1200	1200
PUNCTUATION									
ALL STUDENTS	GE	5.65	5.88	5.81	5.13	5.98		5.18	6.00
	%ILE	66	70	69	77	72		78	73
	NUMBER TESTED	4020	3996	3664	2910	2910		2486	2486
BLACK	GE	4.40	4.97	5.03	4.21	5.08		4.23	5.10
	%ILE	39	52	54	59	55		60	55
	NUMBER TESTED	675	750	732	604	604		527	527
HISPANIC	GE	4.79	5.39	5.36	4.57	5.42		4.64	5.45
	%ILE	48	61	61	67	62		68	63
	NUMBER TESTED	941	1048	1052	878	878		759	759
ANGLO/OTHER	GE	6.34	6.48	6.43	5.73	6.63		5.80	6.70
	%ILE	78	80	79	86	82		87	83
	NUMBER TESTED	2404	2198	1880	1428	1428		1200	1200

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 4
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.4 79-80	GR.4 80-81	GR.4 81-82	GR.3 80-81	GR.4 81-82	GR.2 79-80	GR.3 80-81	GR.4 81-82
USAGE									
ALL STUDENTS	GE	5.38	5.27	5.26	4.41	5.48		4.46	5.48
	%ILE	59	57	57	60	60		61	61
	NUMBER TESTED	4021	3994	3665	2910	2910		2486	2486
BLACK	GE	3.72	4.09	4.36	3.55	4.42		3.63	4.45
	%ILE	31	37	41	44	42		45	43
	NUMBER TESTED	674	749	732	604	604		527	527
HISPANIC	GE	4.25	4.35	4.51	3.62	4.59		3.67	4.64
	%ILE	39	41	44	45	45		46	46
	NUMBER TESTED	942	1047	1052	878	878		759	759
ANGLO/OTHER	GE	6.38	6.32	6.21	5.23	6.40		5.30	6.44
	%ILE	74	74	72	74	74		75	75
	NUMBER TESTED	2405	2198	1881	1428	1428		1200	1200
WORK-STUDY SKILLS TOTAL									
ALL STUDENTS	GE	5.06	5.06	5.01	4.01	5.06		4.03	5.11
	%ILE	57	57	56	57	57		57	58
	NUMBER TESTED	4011	3993	3662	2910	2910		2486	2486
BLACK	GE	3.82	4.03	4.31	3.44	4.38		3.47	4.41
	%ILE	28	31	38	40	40		41	41
	NUMBER TESTED	671	750	732	604	604		527	527
HISPANIC	GE	4.35	4.37	4.45	3.82	4.51		3.84	4.56
	%ILE	39	39	41	42	43		43	44
	NUMBER TESTED	939	1045	1052	878	878		759	759
ANGLO/OTHER	GE	5.70	5.74	5.66	4.59	5.75		4.66	5.88
	%ILE	72	73	71	72	74		74	76
	NUMBER TESTED	2401	2198	1878	1428	1428		1200	1200
VISUAL MATERIALS									
ALL STUDENTS	GE	5.00	4.98	4.93	3.94	4.98		3.97	5.00
	%ILE	55	54	53	54	54		55	55
	NUMBER TESTED	4020	3997	3665	2910	2910		2486	2486
BLACK	GE	3.78	3.97	4.21	3.37	4.30		3.38	4.31
	%ILE	27	31	36	38	37		38	38
	NUMBER TESTED	673	750	732	604	604		527	527
HISPANIC	GE	4.27	4.30	4.37	3.50	4.42		3.53	4.44
	%ILE	37	38	39	42	40		42	41
	NUMBER TESTED	943	1048	1053	878	878		759	759
ANGLO/OTHER	GE	5.88	5.87	5.84	4.53	5.72		4.62	5.84
	%ILE	70	70	69	70	71		72	73
	NUMBER TESTED	2404	2199	1880	1428	1428		1200	1200
REFERENCE MATERIALS									
ALL STUDENTS	GE	5.03	4.99	4.98	4.01	5.02		4.04	5.17
	%ILE	56	55	54	56	55		57	59
	NUMBER TESTED	4012	3993	3664	2910	2910		3486	2486
BLACK	GE	4.02	4.18	4.34	3.43	4.44		3.45	4.48
	%ILE	30	34	38	38	40		39	41
	NUMBER TESTED	671	750	732	604	604		527	527
HISPANIC	GE	4.38	4.35	4.50	3.56	4.56		3.60	4.64
	%ILE	39	38	42	42	43		44	46
	NUMBER TESTED	940	1045	1054	878	878		759	759
ANGLO/OTHER	GE	5.68	5.72	5.70	4.56	5.79		4.61	5.85
	%ILE	71	72	72	72	73		73	74
	NUMBER TESTED	2401	2198	1878	1428	1428		1200	1200

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 5
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.5 79-80	GR.5 80-81	GR.5 81-82	GR.4 80-81	GR.5 81-82	GR.3 79-80	GR.4 80-81	GR.5 81-82
COMPOSITE									
ALL STUDENTS	GE	6.10	6.27	6.25	5.13	6.30	4.15	5.15	6.33
	%ILE	56	60	59	58	61	59	58	61
	NUMBER TESTED	3724	3779	3817	3215	3215	2820	2820	2820
BLACK	GE	5.02	5.03	5.24	4.21	5.27	3.44	4.22	5.29
	%ILE	32	32	37	34	38	38	34	38
	NUMBER TESTED	601	643	718	624	624	554	554	554
HISPANIC	GE	5.20	5.37	5.50	4.49	5.56	3.54	4.49	5.54
	%ILE	36	40	42	42	44	41	42	43
	NUMBER TESTED	860	920	1004	875	875	777	777	777
ANGLO/OTHER	GE	6.77	7.02	6.93	5.78	7.02	4.85	5.82	7.07
	%ILE	71	76	74	74	76	73	75	77
	NUMBER TESTED	2263	2216	2097	1716	1716	1489	1489	1489
READING TOTAL									
ALL STUDENTS	GE	6.06	6.21	6.13	5.05	6.19	4.06	5.07	6.21
	%ILE	55	59	57	56	58	57	56	59
	NUMBER TESTED	3725	3808	3858	3215	3215	2820	2820	2820
BLACK	GE	4.85	4.85	5.00	4.04	5.02	3.25	4.03	5.06
	%ILE	26	25	29	28	30	33	28	31
	NUMBER TESTED	602	647	724	624	624	554	554	554
HISPANIC	GE	5.06	5.21	5.24	4.31	5.35	3.41	4.32	5.31
	%ILE	31	35	35	35	38	37	36	37
	NUMBER TESTED	860	933	1019	875	875	777	777	777
ANGLO/OTHER	GE	6.82	7.04	6.92	5.85	7.02	4.85	5.87	7.05
	%ILE	72	76	74	74	75	73	75	76
	NUMBER TESTED	2263	2228	2115	1716	1716	1489	1489	1489
VOCABULARY									
ALL STUDENTS	GE	6.08	6.17	6.11	5.08	6.15	4.08	5.09	6.17
	%ILE	56	58	57	57	58	58	58	58
	NUMBER TESTED	3726	3809	3863	3215	3215	2820	2820	2820
BLACK	GE	4.93	4.95	5.13	4.11	5.17	3.26	4.12	5.21
	%ILE	31	32	35	35	36	36	35	37
	NUMBER TESTED	602	647	725	624	624	554	554	554
HISPANIC	GE	5.16	5.19	5.31	4.43	5.36	3.35	4.43	5.36
	%ILE	36	36	39	41	40	38	41	40
	NUMBER TESTED	861	934	1019	875	875	777	777	777
ANGLO/OTHER	GE	6.85	6.94	6.89	5.75	6.95	4.86	5.86	7.00
	%ILE	73	74	73	73	74	74	76	76
	NUMBER TESTED	2263	2228	2119	1716	1716	1489	1489	1489
READING COMPREHENSION									
ALL STUDENTS	GE	6.06	6.23	6.10	4.99	6.18	3.99	5.00	6.20
	%ILE	54	58	55	54	57	55	55	57
	NUMBER TESTED	3725	3809	3866	3215	3215	2820	2820	2820
BLACK	GE	4.79	4.73	4.92	3.95	4.92	3.27	3.94	4.96
	%ILE	28	27	31	30	31	36	29	32
	NUMBER TESTED	602	647	726	624	624	554	554	554
HISPANIC	GE	5.01	5.23	5.14	4.27	5.21	3.44	4.27	5.16
	%ILE	33	37	35	36	37	40	37	36
	NUMBER TESTED	860	934	1023	875	875	777	777	777
ANGLO/OTHER	GE	6.79	7.00	6.85	5.81	6.97	4.58	5.84	7.01
	%ILE	69	72	70	72	72	70	72	73
	NUMBER TESTED	2263	2228	2117	1716	1716	1489	1489	1489

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 5
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.5 79-80	GR.5 80-81	GR.5 81-82	GR.4 80-81	GR.5 81-82	GR.3 79-80	GR.4 80-81	GR.5 81-82
MATH TOTAL									
ALL STUDENTS	GE	5.95	6.01	6.01	4.93	6.05	3.95	4.94	6.07
	%ILE	53	55	55	54	56	55	55	56
	NUMBER TESTED	3718	3797	3852	3215	3215	2820	2820	2820
BLACK	GE	5.03	5.07	5.23	4.28	5.24	3.42	4.27	5.26
	%ILE	29	30	34	33	35	35	33	35
	NUMBER TESTED	601	648	724	624	624	554	554	554
HISPANIC	GE	5.32	5.37	5.47	4.47	5.51	3.56	4.46	5.52
	%ILE	37	38	41	40	42	41	39	42
	NUMBER TESTED	855	926	1015	875	875	777	777	777
ANGLO/OTHER	GE	6.49	6.66	6.61	5.43	6.70	4.41	5.47	6.75
	%ILE	67	72	71	69	73	71	71	74
	NUMBER TESTED	2262	2223	2113	1716	1716	1489	1489	1489
MATH CONCEPTS									
ALL STUDENTS	GE	5.95	6.11	6.02	5.06	6.15	3.99	5.06	6.16
	%ILE	53	56	54	55	57	55	58	57
	NUMBER TESTED	3720	3798	3856	3215	3215	2820	2820	2820
BLACK	GE	5.04	4.97	5.25	4.25	5.26	3.32	4.24	5.30
	%ILE	29	27	34	33	34	33	33	35
	NUMBER TESTED	602	649	725	624	624	554	554	554
HISPANIC	GE	5.23	5.26	5.41	4.45	5.45	3.46	4.39	5.45
	%ILE	34	34	38	39	39	38	37	39
	NUMBER TESTED	855	926	1017	875	875	777	777	777
ANGLO/OTHER	GE	6.63	6.66	6.81	5.62	6.90	4.53	5.67	6.95
	%ILE	67	72	71	69	72	70	70	73
	NUMBER TESTED	2263	2223	2114	1716	1716	1489	1489	1489
MATH PROBLEMS									
ALL STUDENTS	GE	5.97	6.00	5.96	4.88	6.01	4.02	4.89	6.01
	%ILE	54	55	53	52	55	56	52	55
	NUMBER TESTED	3718	3797	3855	3215	3215	2820	2820	2820
BLACK	GE	4.82	4.79	4.95	4.10	4.97	3.45	4.11	5.00
	%ILE	27	26	30	31	30	38	31	30
	NUMBER TESTED	601	648	724	624	624	554	554	554
HISPANIC	GE	5.27	5.27	5.23	4.42	5.30	3.61	4.41	5.29
	%ILE	37	37	35	39	37	43	38	37
	NUMBER TESTED	855	926	1016	875	875	777	777	777
ANGLO/OTHER	GE	6.50	6.69	[illegible]	5.43	6.67	4.51	5.48	6.71
	%ILE	67	71	69	67	71	71	68	72
	NUMBER TESTED	2262	2223	2115	1716	1716	1489	1489	1489
MATH COMPUTATION									
ALL STUDENTS	GE	5.97	6.02	6.03	4.88	6.07	3.87	4.89	6.07
	%ILE	54	56	57	53	58	54	53	58
	NUMBER TESTED	3718	3801	3856	3215	3215	2820	2820	2820
BLACK	GE	5.41	5.33	5.54	4.44	5.54	3.52	4.45	5.57
	%ILE	34	31	39	33	39	32	34	40
	NUMBER TESTED	601	649	724	624	624	554	554	554
HISPANIC	GE	5.52	5.55	5.69	4.60	5.73	3.61	4.59	5.73
	%ILE	38	39	43	39	45	37	39	45
	NUMBER TESTED	855	928	1018	875	875	777	777	777
ANGLO/OTHER	GE	6.38	6.45	6.44	5.22	6.52	4.19	5.25	6.55
	%ILE	69	71	71	68	73	70	69	74
	NUMBER TESTED	2262	2224	2114	1716	1716	1489	1489	1489

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 5
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.5 79-80	GR.5 80-81	GR.5 81-82	GR.4 80-81	GR.5 81-82	GR.3 79-80	GR.4 80-81	GR.5 81-82
LANGUAGE TOTAL									
ALL STUDENTS	GE	6.33	6.59	6.61	5.52	6.70	4.60	5.53	6.72
	%ILE	59	64	65	64	66	67	64	67
	NUMBER TESTED	3711	3794	3849	3215	3215	2820	2820	2820
BLACK	GE	5.24	5.33	5.69	4.71	5.71	3.86	4.75	5.73
	%ILE	38	40	47	46	48	50	47	48
	NUMBER TESTED	600	644	723	624	624	554	554	554
HISPANIC	GE	5.33	5.61	5.86	4.90	5.92	3.89	4.92	5.91
	%ILE	40	46	51	51	52	50	51	51
	NUMBER TESTED	853	926	1016	675	675	777	777	777
ANGLO/OTHER	GE	7.07	7.36	7.31	6.17	7.44	5.15	6.23	7.49
	%ILE	73	78	77	79	79	79	77	80
	NUMBER TESTED	2258	2224	2110	1716	1716	1489	1489	1489
SPELLING									
ALL STUDENTS	GE	6.29	6.42	6.40	5.45	6.46	4.47	5.48	6.48
	%ILE	58	61	61	63	62	64	63	62
	NUMBER TESTED	3724	3809	3867	3215	3215	2820	2820	2820
BLACK	GE	5.54	5.58	5.90	4.84	5.94	4.06	4.96	6.01
	%ILE	44	45	51	49	51	55	52	53
	NUMBER TESTED	602	647	726	624	624	554	554	554
HISPANIC	GE	5.34	5.58	5.62	4.74	5.69	3.85	4.75	5.70
	%ILE	40	45	46	47	47	50	47	48
	NUMBER TESTED	859	934	1023	675	675	777	777	777
ANGLO/OTHER	GE	6.64	6.88	6.81	5.90	6.90	4.93	5.92	6.97
	%ILE	65	69	68	71	69	72	72	70
	NUMBER TESTED	2263	2228	2116	1716	1716	1489	1489	1489
CAPITALIZATION									
ALL STUDENTS	GE	5.73	6.15	6.46	5.21	6.51	4.28	5.22	6.52
	%ILE	47	55	61	57	62	61	57	62
	NUMBER TESTED	3723	3807	3867	3215	3215	2820	2820	2820
BLACK	GE	4.84	5.04	5.31	4.45	5.37	3.74	4.63	5.42
	%ILE	30	34	39	40	40	47	44	41
	NUMBER TESTED	601	646	726	624	624	554	554	554
HISPANIC	GE	4.85	5.28	5.68	4.72	5.72	3.70	4.72	5.71
	%ILE	31	39	46	46	47	46	46	47
	NUMBER TESTED	860	933	1024	675	675	777	777	777
ANGLO/OTHER	GE	6.65	7.13	7.17	5.87	7.27	4.85	5.90	7.40
	%ILE	64	72	72	70	74	73	70	75
	NUMBER TESTED	2262	2228	2115	1716	1716	1489	1489	1489
PUNCTUATION									
ALL STUDENTS	GE	6.64	7.15	7.16	5.97	7.23	5.06	5.98	7.23
	%ILE	64	73	73	72	74	76	72	74
	NUMBER TESTED	3722	3807	3864	3215	3215	2820	2820	2820
BLACK	GE	5.49	5.71	6.10	5.07	6.17	4.07	5.11	6.16
	%ILE	43	48	55	56	56	56	56	56
	NUMBER TESTED	601	648	726	624	624	554	554	554
HISPANIC	GE	5.62	6.15	6.50	5.42	6.60	4.37	5.43	6.61
	%ILE	46	55	62	62	64	63	62	64
	NUMBER TESTED	857	931	1018	675	675	777	777	777
ANGLO/OTHER	GE	7.48	7.84	7.81	6.58	8.09	5.67	6.62	8.12
	%ILE	78	83	82	81	86	85	82	86
	NUMBER TESTED	2264	2228	2116	1716	1716	1489	1489	1489

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 5
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.5 79-80	GR.5 80-81	GR.5 81-82	GR.4 80-81	GR.5 81-82	GR.3 79-80	GR.4 80-81	GR.5 81-82
USAGE									
ALL STUDENTS	GE	6.49	6.58	6.53	5.47	6.08	4.46	5.49	6.70
	%ILE	59	60	60	60	61	61	61	63
	NUMBER TESTED	3719	3806	3864	3215	3215	2820	2820	2820
BLACK	GE	4.78	4.93	5.27	4.18	5.30	3.41	4.19	5.30
	%ILE	33	35	40	38	41	41	38	41
	NUMBER TESTED	601	649	727	624	624	554	554	554
HISPANIC	GE	5.20	5.33	5.61	4.56	5.68	3.65	4.56	5.63
	%ILE	39	41	46	45	47	46	45	46
	NUMBER TESTED	856	929	1019	875	875	777	777	777
ANGLO/OTHER	GE	7.44	7.54	7.49	6.39	7.55	5.18	6.42	7.74
	%ILE	73	74	74	74	74	73	75	77
	NUMBER TESTED	2262	2228	2118	1716	1716	1489	1489	1489
WORK-STUDY SKILLS TOTAL									
ALL STUDENTS	GE	6.15	6.35	6.31	5.15	6.37	4.08	5.16	6.40
	%ILE	58	62	62	59	63	59	59	64
	NUMBER TESTED	3716	3806	3862	3215	3215	2820	2820	2820
BLACK	GE	5.05	5.04	5.29	4.14	5.33	3.35	4.16	5.37
	%ILE	34	33	39	34	40	37	34	41
	NUMBER TESTED	600	649	726	624	624	554	554	554
HISPANIC	GE	5.39	5.47	5.65	4.55	5.73	3.59	4.65	5.71
	%ILE	41	43	47	44	48	44	44	48
	NUMBER TESTED	856	930	1020	875	875	777	777	777
ANGLO/OTHER	GE	6.73	7.03	6.97	5.85	7.07	4.65	5.90	7.11
	%ILE	70	77	76	76	78	74	76	78
	NUMBER TESTED	2260	2227	2116	1716	1716	1489	1489	1489
VISUAL MATERIALS									
ALL STUDENTS	GE	5.97	6.28	6.26	5.04	6.32	4.03	5.10	6.34
	%ILE	53	59	59	56	60	56	57	61
	NUMBER TESTED	3716	3806	3866	3215	3215	2820	2820	2820
BLACK	GE	4.76	4.86	5.10	4.03	5.13	3.27	4.03	5.16
	%ILE	29	31	35	32	35	34	32	36
	NUMBER TESTED	600	649	728	624	624	554	554	554
HISPANIC	GE	5.14	5.34	5.56	4.44	5.67	3.53	4.44	5.65
	%ILE	35	39	44	41	46	42	41	46
	NUMBER TESTED	856	930	1020	875	875	777	777	777
ANGLO/OTHER	GE	6.65	7.00	6.99	5.76	7.04	4.80	5.96	7.18
	%ILE	67	74	74	72	75	72	76	77
	NUMBER TESTED	2260	2227	2118	1716	1716	1489	1489	1489
REFERENCE MATERIALS									
ALL STUDENTS	GE	6.25	6.37	6.34	5.17	6.39	4.06	5.19	6.40
	%ILE	59	61	60	60	61	58	60	62
	NUMBER TESTED	3718	3807	3862	3215	3215	2820	2820	2820
BLACK	GE	5.27	5.19	5.39	4.28	5.42	3.39	4.28	5.46
	%ILE	37	36	40	36	41	37	36	42
	NUMBER TESTED	600	649	726	624	624	554	554	554
HISPANIC	GE	5.57	5.67	5.65	4.56	5.71	3.60	4.56	5.70
	%ILE	44	46	45	43	47	44	43	47
	NUMBER TESTED	856	930	1020	875	875	777	777	777
ANGLO/OTHER	GE	6.78	7.04	6.87	5.79	7.15	4.85	5.83	7.19
	%ILE	70	75	74	73	77	72	74	78
	NUMBER TESTED	2262	2228	2116	1716	1716	1489	1489	1489

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 6
DATE OF REPORT: JUNE, 1982

			ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
			GR.6 79-80	GR.6 80-81	GR.6 81-82	GR.5 80-81	GR.6 81-82	GR.4 79-80	GR.5 80-81	GR.6 81-82
COMPOSITE	ALL STUDENTS	GE	6.92	7.16	7.29	6.37	7.40	5.20	6.39	7.43
		%ILE	52	58	60	62	62	60	63	63
		NUMBER TESTED	3489	3529	3712	3144	3144	2776	2776	2776
	BLACK	GE	5.59	5.88	6.03	5.18	6.07	4.13	5.19	6.08
		%ILE	25	31	34	36	35	32	36	35
		NUMBER TESTED	568	602	613	553	553	493	493	493
	HISPANIC	GE	5.82	6.22	6.36	5.51	6.44	4.40	5.54	6.46
		%ILE	30	38	41	43	42	40	43	43
		NUMBER TESTED	840	873	909	785	785	721	721	721
	ANGLO/OTHER	GE	7.73	7.93	8.01	7.12	8.17	5.92	7.20	8.27
		%ILE	69	73	75	78	78	77	79	79
		NUMBER TESTED	2081	2054	2190	1806	1806	1562	1562	1562
READING TOTAL	ALL STUDENTS	GE	6.95	7.14	7.28	6.30	7.36	5.16	6.33	7.40
		%ILE	52	57	59	61	61	59	61	62
		NUMBER TESTED	3490	3557	3750	3144	3144	2776	2776	2776
	BLACK	GE	5.39	5.78	5.84	5.02	5.93	4.02	5.04	5.95
		%ILE	20	27	28	29	30	28	30	30
		NUMBER TESTED	568	607	623	553	553	493	493	493
	HISPANIC	GE	5.69	6.01	6.19	5.36	6.28	4.24	5.40	6.29
		%ILE	28	32	36	38	38	33	39	38
		NUMBER TESTED	840	884	921	785	785	721	721	721
	ANGLO/OTHER	GE	7.77	8.01	8.04	7.13	8.21	5.98	7.20	8.27
		%ILE	69	74	74	78	77	77	79	78
		NUMBER TESTED	2082	2066	2206	1806	1806	1562	1562	1562
VOCABULARY	ALL STUDENTS	GE	6.98	7.09	7.17	6.23	7.27	5.12	6.24	7.37
		%ILE	53	55	57	59	59	56	59	61
		NUMBER TESTED	3491	3557	3755	3144	3144	2776	2776	2776
	BLACK	GE	5.48	5.69	5.87	5.02	5.93	4.12	5.03	5.93
		%ILE	26	30	33	33	34	35	33	34
		NUMBER TESTED	568	607	623	553	553	493	493	493
	HISPANIC	GE	5.60	5.95	6.02	5.30	6.13	4.23	5.30	6.15
		%ILE	28	34	35	38	37	37	39	38
		NUMBER TESTED	841	884	924	785	785	721	721	721
	ANGLO/OTHER	GE	7.72	7.89	7.89	7.07	8.09	5.92	7.11	8.15
		%ILE	68	71	71	77	75	77	76	76
		NUMBER TESTED	2082	2066	2208	1806	1806	1562	1562	1562
READING COMPREHENSION	ALL STUDENTS	GE	6.93	7.16	7.25	6.31	7.37	5.08	6.32	7.40
		%ILE	52	57	59	60	60	56	60	61
		NUMBER TESTED	3490	3558	3756	3144	3144	2776	2776	2776
	BLACK	GE	5.37	5.74	5.86	4.85	5.99	3.94	4.94	6.01
		%ILE	24	30	32	29	34	29	31	34
		NUMBER TESTED	568	608	624	553	553	493	493	493
	HISPANIC	GE	5.73	6.12	6.26	5.40	6.34	4.12	5.44	6.36
		%ILE	30	36	39	41	40	33	41	41
		NUMBER TESTED	840	884	923	785	785	721	721	721
	ANGLO/OTHER	GE	7.74	8.02	8.09	7.16	8.24	6.03	7.22	8.37
		%ILE	67	72	73	76	76	76	77	78
		NUMBER TESTED	2082	2066	2209	1806	1806	1562	1562	1562

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 6
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.6 79-80	GR.6 80-81	GR.6 81-82	GR.5 80-81	GR.6 81-82	GR.4 79-80	GR.5 80-81	GR.6 81-82
MATH TOTAL									
ALL STUDENTS	GE	7.00	7.07	7.10	6.10	7.18	5.05	6.13	7.22
	%ILE	58	57	58	57	60	58	58	61
	NUMBER TESTED	3479	3557	3744	3144	3144	2776	2776	2776
BLACK	GE	5.83	5.89	6.02	5.19	6.02	4.21	5.20	6.01
	%ILE	27	28	31	33	31	31	34	31
	NUMBER TESTED	568	609	620	553	553	493	493	493
HISPANIC	GE	6.15	6.29	6.37	5.44	6.44	4.54	5.45	6.43
	%ILE	35	37	40	40	41	42	40	41
	NUMBER TESTED	842	884	922	785	785	721	721	721
ANGLO/OTHER	GE	7.67	7.70	7.75	6.77	7.69	5.64	6.84	7.99
	%ILE	71	71	72	74	75	75	76	77
	NUMBER TESTED	2069	2064	2202	1806	1806	1562	1562	1562
MATH CONCEPTS									
ALL STUDENTS	GE	7.19	7.24	7.29	6.19	7.40	5.15	6.20	7.41
	%ILE	56	57	58	57	60	58	58	61
	NUMBER TESTED	3479	3560	3747	3144	3144	2776	2776	2776
BLACK	GE	5.80	5.86	6.05	5.08	6.09	4.14	5.10	6.07
	%ILE	27	28	32	30	32	30	31	32
	NUMBER TESTED	568	609	620	553	553	493	493	493
HISPANIC	GE	5.95	6.13	6.26	5.32	6.31	4.46	5.32	6.31
	%ILE	29	33	36	36	38	39	36	37
	NUMBER TESTED	842	885	923	785	785	721	721	721
ANGLO/OTHER	GE	7.94	8.03	7.99	6.95	8.14	5.72	7.04	8.24
	%ILE	70	72	71	74	74	71	75	76
	NUMBER TESTED	2069	2086	2204	1806	1806	1562	1562	1562
MATH PROBLEMS									
ALL STUDENTS	GE	6.88	6.92	6.95	6.07	7.01	4.99	6.09	7.04
	%ILE	51	52	53	56	54	55	57	54
	NUMBER TESTED	3481	3560	3747	3144	3144	2776	2776	2776
BLACK	GE	5.58	5.36	5.80	4.96	5.80	4.06	4.99	5.81
	%ILE	25	22	29	30	29	30	30	29
	NUMBER TESTED	568	610	620	553	553	493	493	493
HISPANIC	GE	6.02	6.26	6.12	5.35	6.17	4.37	5.37	6.18
	%ILE	33	36	35	38	36	38	39	36
	NUMBER TESTED	844	884	923	785	785	721	721	721
ANGLO/OTHER	GE	7.52	7.58	7.59	6.76	7.77	5.72	6.83	7.88
	%ILE	65	67	67	73	71	75	75	73
	NUMBER TESTED	2069	2086	2204	1806	1806	1562	1562	1562
MATH COMPUTATION									
ALL STUDENTS	GE	7.09	7.10	7.15	6.09	7.21	5.05	6.11	7.24
	%ILE	57	57	59	59	61	61	60	62
	NUMBER TESTED	3482	3560	3747	3144	3144	2776	2776	2776
BLACK	GE	6.37	6.39	6.49	5.44	6.50	4.41	5.44	6.50
	%ILE	36	36	39	35	39	32	35	39
	NUMBER TESTED	568	610	620	553	553	493	493	493
HISPANIC	GE	6.51	6.63	6.69	5.61	6.81	4.67	5.59	6.81
	%ILE	40	43	45	41	49	42	40	49
	NUMBER TESTED	844	885	922	785	785	721	721	721
ANGLO/OTHER	GE	7.54	7.56	7.57	6.52	7.75	5.39	6.65	7.85
	%ILE	72	72	73	73	77	74	77	79
	NUMBER TESTED	2070	2065	2205	1806	1806	1562	1562	1562

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 6
DATE OF REPORT: JUNE, 1982

			ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
			GR.6 79-80	GR.6 80-81	GR.6 81-82	GR.5 80-81	GR.6 81-82	GR.4 79-80	GR.5 80-81	GR.6 81-82
LANGUAGE TOTAL	ALL STUDENTS	GE	7.12	7.47	7.65	6.71	7.81	5.45	6.77	7.88
		%ILE	54	60	63	67	66	62	68	67
		NUMBER TESTED	3470	3540	3740	3144	3144	2776	2776	2776
	BLACK	GE	5.78	6.31	6.38	5.50	6.49	4.42	5.51	6.49
		%ILE	31	40	41	43	43	39	44	43
		NUMBER TESTED	565	604	619	553	553	493	493	493
	HISPANIC	GE	5.98	6.44	6.70	5.74	6.65	4.66	5.77	6.65
		%ILE	35	42	47	48	49	45	49	50
		NUMBER TESTED	834	876	920	785	785	721	721	721
	ANGLO/OTHER	GE	7.90	8.28	8.35	7.47	8.53	6.21	7.57	8.60
		%ILE	68	74	75	79	78	77	81	79
		NUMBER TESTED	2070	2060	2201	1806	1806	1562	1562	1562
SPELLING	ALL STUDENTS	GE	7.03	7.33	7.33	6.50	7.48	5.48	6.53	7.51
		%ILE	53	58	58	63	61	63	63	61
		NUMBER TESTED	3491	3553	3756	3144	3144	2776	2776	2776
	BLACK	GE	6.27	6.81	6.79	5.84	6.92	4.68	5.84	6.95
		%ILE	41	49	49	50	51	46	50	52
		NUMBER TESTED	569	607	623	553	553	493	493	493
	HISPANIC	GE	6.12	6.58	6.65	5.79	6.81	4.65	5.82	6.82
		%ILE	38	45	47	49	49	45	50	50
		NUMBER TESTED	840	882	926	785	785	721	721	721
	ANGLO/OTHER	GE	7.52	7.78	7.80	7.07	8.02	5.96	7.12	8.08
		%ILE	62	65	66	72	70	72	73	71
		NUMBER TESTED	2082	2084	2206	1806	1806	1562	1562	1562
CAPITALIZATION	ALL STUDENTS	GE	6.68	7.36	7.45	6.22	7.67	5.09	6.45	7.68
		%ILE	47	58	59	58	62	54	60	62
		NUMBER TESTED	3496	3554	3755	3144	3144	2776	2776	2776
	BLACK	GE	5.27	5.87	6.03	5.16	6.14	4.22	5.15	6.16
		%ILE	25	34	37	37	38	35	36	38
		NUMBER TESTED	569	606	624	553	553	493	493	493
	HISPANIC	GE	5.70	6.01	6.39	5.47	6.61	4.40	5.50	6.59
		%ILE	32	36	42	42	46	38	43	46
		NUMBER TESTED	845	882	924	785	785	721	721	721
	ANGLO/OTHER	GE	7.45	8.04	8.38	7.22	8.64	5.74	7.29	8.69
		%ILE	59	67	72	73	75	68	74	76
		NUMBER TESTED	2082	2084	2207	1806	1806	1562	1562	1562
PUNCTUATION	ALL STUDENTS	GE	7.42	7.80	8.00	7.20	8.22	5.70	7.24	8.24
		%ILE	59	64	68	73	71	67	74	71
		NUMBER TESTED	3488	3558	3753	3144	3144	2776	2776	2776
	BLACK	GE	5.98	6.53	6.70	5.85	6.87	4.55	5.88	6.96
		%ILE	36	44	48	50	50	43	51	51
		NUMBER TESTED	570	607	620	553	553	493	493	493
	HISPANIC	GE	6.41	6.88	7.14	6.30	7.32	5.07	6.39	7.35
		%ILE	43	50	54	58	57	55	60	58
		NUMBER TESTED	845	882	924	785	785	721	721	721
	ANGLO/OTHER	GE	8.27	8.64	8.85	8.03	9.07	6.54	8.12	[illegible]
		%ILE	71	77	80	85	83	81	86	[illegible]
		NUMBER TESTED	2073	2069	2209	1806	1806	1562	1562	1562

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 6
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.6 79-80	GR.6 80-81	GR.6 81-82	GR.5 80-81	GR.6 81-82	GR.4 79-80	GR.5 80-81	GR.6 81-82
USAGE									
ALL STUDENTS	GE	7.21	7.46	7.64	6.79	7.88	5.52	6.81	7.91
	%ILE	55	59	61	63	64	61	64	65
	NUMBER TESTED	3485	3559	3755	3144	3144	2776	2776	2776
BLACK	GE	5.33	5.78	5.99	5.16	6.07	4.03	5.17	6.11
	%ILE	28	35	37	38	39	36	39	39
	NUMBER TESTED	569	607	621	553	553	493	493	493
HISPANIC	GE	5.71	6.13	6.34	5.44	6.56	4.42	5.55	6.60
	%ILE	34	39	42	43	46	42	45	46
	NUMBER TESTED	843	883	925	785	785	721	721	721
ANGLO/OTHER	GE	8.38	8.53	8.61	7.76	8.91	6.54	7.82	8.98
	%ILE	71	73	74	78	78	77	79	78
	NUMBER TESTED	2073	2069	2209	1806	1806	1562	1562	1562
WORK-STUDY SKILLS TOTAL									
ALL STUDENTS	GE	6.85	7.07	7.28	6.43	7.38	5.16	6.46	7.41
	%ILE	53	57	61	64	63	59	65	64
	NUMBER TESTED	3483	3558	3752	3144	3144	2776	2776	2776
BLACK	GE	5.72	5.70	5.97	5.18	6.07	4.13	5.19	6.09
	%ILE	29	28	33	36	35	34	36	36
	NUMBER TESTED	570	606	620	553	553	493	493	493
HISPANIC	GE	5.84	6.29	6.44	5.60	6.54	4.49	5.61	6.57
	%ILE	30	40	43	46	45	43	46	46
	NUMBER TESTED	841	883	925	785	785	721	721	721
ANGLO/OTHER	GE	7.62	7.84	7.98	7.13	8.13	5.86	7.20	8.24
	%ILE	68	71	73	79	76	76	80	78
	NUMBER TESTED	2072	2069	2207	1806	1806	1562	1562	1562
VISUAL MATERIALS									
ALL STUDENTS	GE	6.72	6.97	7.31	6.33	7.38	5.16	6.35	7.46
	%ILE	48	52	58	61	59	59	61	61
	NUMBER TESTED	3485	3559	3756	3144	3144	2776	2776	2776
BLACK	GE	5.32	5.33	5.73	4.97	5.89	3.98	4.99	5.89
	%ILE	23	23	30	32	32	31	33	32
	NUMBER TESTED	570	606	621	553	553	493	493	493
HISPANIC	GE	5.71	6.07	6.36	5.39	6.42	4.33	5.39	6.44
	%ILE	29	36	41	40	42	38	40	43
	NUMBER TESTED	843	883	926	785	785	721	721	721
ANGLO/OTHER	GE	7.52	7.84	7.96	7.15	8.16	5.91	7.19	8.29
	%ILE	62	69	71	77	75	75	77	77
	NUMBER TESTED	2072	2070	2209	1806	1806	1562	1562	1562
REFERENCE MATERIALS									
ALL STUDENTS	GE	6.95	7.12	7.30	6.43	7.47	5.20	6.47	7.50
	%ILE	51	55	58	62	62	60	63	62
	NUMBER TESTED	3485	3559	3753	3144	3144	2776	2776	2776
BLACK	GE	5.92	6.07	6.16	5.42	6.22	4.25	5.43	6.23
	%ILE	33	35	37	41	38	35	41	38
	NUMBER TESTED	570	607	620	553	553	493	493	493
HISPANIC	GE	6.01	6.41	6.56	5.77	6.74	4.54	5.76	6.77
	%ILE	34	42	45	48	48	43	48	49
	NUMBER TESTED	843	883	925	785	785	721	721	721
ANGLO/OTHER	GE	7.79	7.93	8.06	7.18	8.22	5.79	7.24	8.33
	%ILE	67	70	73	77	75	73	78	77
	NUMBER TESTED	2072	2069	2208	1806	1806	1562	1562	1562

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AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 7
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.7 79-80	GR.7 80-81	GR.7 81-82	GR.6 80-81	GR.7 81-82	GR.5 79-80	GR.6 80-81	GR.7 81-82
COMPOSITE									
ALL STUDENTS	GE	7.57	7.89	8.03	7.11	8.06	6.06	7.16	8.11
	%ILE	49	55	58	57	59	56	58	60
	NUMBER TESTED	3895	3646	3762	3140	3140	2806	2806	2806
BLACK	GE	5.88	6.43	6.63	5.85	6.71	5.07	5.90	6.78
	%ILE	20	26	32	30	34	33	31	35
	NUMBER TESTED	621	601	639	559	559	489	489	489
HISPANIC	GE	6.23	6.72	6.88	6.19	6.94	5.23	6.24	6.97
	%ILE	25	34	37	37	37	37	38	38
	NUMBER TESTED	953	916	894	785	785	715	715	715
ANGLO/OTHER	GE	8.57	8.74	8.86	7.94	8.93	6.83	7.99	8.98
	%ILE	68	71	74	73	75	72	74	76
	NUMBER TESTED	2321	2129	2229	1796	1796	1604	1604	1604
READING TOTAL									
ALL STUDENTS	GE	7.62	7.82	7.94	7.09	8.00	6.01	7.15	8.05
	%ILE	49	52	54	56	56	53	56	57
	NUMBER TESTED	3898	3714	3865	3140	3140	2806	2806	2806
BLACK	GE	5.89	6.25	6.47	5.74	6.55	4.91	5.81	6.61
	%ILE	19	25	28	27	30	27	28	31
	NUMBER TESTED	622	613	665	559	559	489	489	489
HISPANIC	GE	6.13	6.49	6.71	5.98	6.82	5.08	6.00	6.85
	%ILE	23	29	33	31	34	31	32	34
	NUMBER TESTED	954	938	934	785	785	715	715	715
ANGLO/OTHER	GE	8.61	8.74	8.80	8.00	8.89	6.84	8.06	8.95
	%ILE	67	71	71	74	73	72	75	73
	NUMBER TESTED	2322	2163	2266	1796	1796	1604	1604	1604
VOCABULARY									
ALL STUDENTS	GE	7.62	7.85	7.95	7.03	7.99	6.03	7.08	8.05
	%ILE	51	55	57	54	58	55	55	59
	NUMBER TESTED	3898	3716	3876	3140	3140	2806	2806	2806
BLACK	GE	5.82	6.25	6.46	5.84	6.58	4.97	5.78	6.67
	%ILE	21	27	30	29	32	32	31	33
	NUMBER TESTED	622	613	668	559	559	489	489	489
HISPANIC	GE	6.02	6.35	6.59	5.93	6.72	5.16	5.95	6.74
	%ILE	23	29	32	34	34	36	34	35
	NUMBER TESTED	954	939	938	785	785	715	715	715
ANGLO/OTHER	GE	8.69	8.85	8.86	7.88	8.93	6.87	7.91	8.98
	%ILE	70	72	72	71	73	73	72	74
	NUMBER TESTED	2322	2164	2270	1796	1796	1604	1604	1604
READING COMPREHENSION									
ALL STUDENTS	GE	7.58	7.75	7.88	7.12	7.94	6.03	7.18	7.98
	%ILE	49	52	54	56	55	53	57	56
	NUMBER TESTED	3899	3717	3867	3140	3140	2806	2806	2806
BLACK	GE	5.90	6.31	6.49	5.70	6.64	4.83	5.74	6.72
	%ILE	22	28	31	29	34	29	30	35
	NUMBER TESTED	623	614	666	559	559	489	489	489
HISPANIC	GE	6.33	6.59	6.82	6.12	6.91	5.01	6.14	6.92
	%ILE	28	33	37	36	39	33	36	39
	NUMBER TESTED	954	938	935	785	785	715	715	715
ANGLO/OTHER	GE	8.55	8.62	8.70	8.02	8.80	6.83	8.07	8.85
	%ILE	65	67	68	72	70	70	73	71
	NUMBER TESTED	2322	2165	2266	1796	1796	1604	1604	1604

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 7
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.7 79-80	GR.7 80-81	GR.7 81-82	GR.6 80-81	GR.7 81-82	GR.5 79-80	GR.6 80-81	GR.7 81-82
MATH TOTAL									
ALL STUDENTS	GE	7.74	7.88	7.92	7.04	7.98	5.94	7.08	8.02
	%ILE	51	54	55	57	56	53	58	57
	NUMBER TESTED	3886	3697	3844	3140	3140	2808	2808	2808
BLACK	GE	6.33	6.72	6.71	5.91	6.79	5.07	5.94	6.84
	%ILE	22	30	30	28	31	30	29	32
	NUMBER TESTED	621	607	664	559	559	489	489	489
HISPANIC	GE	6.78	7.03	7.14	6.27	7.22	5.34	6.30	7.24
	%ILE	31	36	38	37	40	37	38	40
	NUMBER TESTED	955	935	924	785	785	715	715	715
ANGLO/OTHER	GE	8.57	8.58	8.59	7.70	8.65	6.56	7.75	8.70
	%ILE	69	70	70	71	72	69	73	73
	NUMBER TESTED	2310	2155	2256	1796	1796	1604	1604	1604
MATH CONCEPTS									
ALL STUDENTS	GE	7.88	8.04	8.04	7.21	8.08	5.83	7.24	8.14
	%ILE	55	58	58	57	59	50	57	60
	NUMBER TESTED	3892	3701	3849	3140	3140	2808	2808	2808
BLACK	GE	6.37	6.68	6.73	5.86	6.83	5.09	5.89	6.87
	%ILE	25	31	32	28	34	30	28	35
	NUMBER TESTED	623	607	665	559	559	489	489	489
HISPANIC	GE	6.58	7.07	7.03	6.12	7.13	5.25	6.14	7.14
	%ILE	29	39	38	33	40	34	33	40
	NUMBER TESTED	959	936	926	785	785	715	715	715
ANGLO/OTHER	GE	8.92	8.92	8.90	8.03	8.98	6.70	8.09	9.04
	%ILE	73	73	72	72	74	68	73	75
	NUMBER TESTED	2310	2158	2258	1796	1796	1604	1604	1604
MATH PROBLEMS									
ALL STUDENTS	GE	7.66	7.80	7.86	6.89	7.91	5.85	6.92	7.96
	%ILE	51	53	55	51	56	53	52	57
	NUMBER TESTED	3893	3701	3851	3140	3140	2808	2808	2808
BLACK	GE	6.10	6.31	6.40	5.38	6.47	4.84	5.44	6.49
	%ILE	24	27	29	22	30	27	23	30
	NUMBER TESTED	623	608	665	559	559	489	489	489
HISPANIC	GE	6.74	6.98	7.14	6.12	7.21	5.29	6.18	7.22
	%ILE	34	38	41	35	42	37	36	42
	NUMBER TESTED	957	937	927	785	785	715	715	715
ANGLO/OTHER	GE	8.42	8.46	8.51	7.58	8.58	6.54	7.62	8.62
	%ILE	66	67	68	67	69	68	67	70
	NUMBER TESTED	2313	2158	2259	1796	1796	1604	1604	1604
MATH COMPUTATION									
ALL STUDENTS	GE	7.91	7.95	8.00	7.08	8.07	6.01	7.11	8.09
	%ILE	58	60	61	57	62	56	58	63
	NUMBER TESTED	3895	3702	3848	3140	3140	2808	2808	2808
BLACK	GE	6.94	7.28	7.29	6.36	7.39	5.45	6.38	7.46
	%ILE	34	42	42	35	45	35	36	47
	NUMBER TESTED	624	608	666	559	559	489	489	489
HISPANIC	GE	7.26	7.42	7.48	6.62	7.56	5.53	6.65	7.61
	%ILE	42	46	47	43	49	38	44	51
	NUMBER TESTED	957	939	925	785	785	715	715	715
ANGLO/OTHER	GE	8.37	8.41	8.44	7.54	8.51	6.45	7.60	8.56
	%ILE	71	72	73	72	75	71	73	76
	NUMBER TESTED	2314	2155	2257	1796	1796	1604	1604	1604

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 7
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.7 79-80	GR.7 80-81	GR.7 81-82	GR.6 80-81	GR.7 81-82	GR.5 79-80	GR.6 80-81	GR.7 81-82
LANGUAGE TOTAL									
ALL STUDENTS	GE	7.87	8.15	8.42	7.42	8.50	6.30	7.50	8.57
	%ILE	50	57	62	60	63	59	61	64
	NUMBER TESTED	3898	3685	3814	3140	3140	2808	2808	2808
BLACK	GE	5.88	6.63	6.97	6.22	7.00	5.28	6.32	7.29
	%ILE	24	35	40	39	42	39	41	45
	NUMBER TESTED	613	609	652	559	559	489	489	489
HISPANIC	GE	6.32	6.88	7.19	6.41	7.35	5.31	6.52	7.40
	%ILE	31	38	43	42	45	40	44	48
	NUMBER TESTED	939	927	915	785	785	715	715	715
ANGLO/OTHER	GE	8.73	9.03	9.22	8.27	9.34	7.14	8.33	9.42
	%ILE	67	71	74	74	78	74	75	77
	NUMBER TESTED	2304	2149	2247	1796	1796	1604	1604	1604
SPELLING									
ALL STUDENTS	GE	7.57	7.91	8.13	7.31	8.22	6.31	7.34	8.27
	%ILE	50	55	57	58	59	59	58	60
	NUMBER TESTED	3895	3713	3857	3140	3140	2808	2808	2808
BLACK	GE	6.15	6.91	7.24	6.75	7.42	5.80	6.88	7.59
	%ILE	28	40	45	48	48	45	51	50
	NUMBER TESTED	623	614	665	559	559	489	489	489
HISPANIC	GE	6.48	7.04	7.28	6.55	7.44	5.34	6.58	7.48
	%ILE	34	42	45	45	48	40	45	48
	NUMBER TESTED	952	935	931	785	785	715	715	715
ANGLO/OTHER	GE	8.31	8.52	8.82	7.83	8.69	6.80	7.95	8.73
	%ILE	60	63	65	66	66	68	68	67
	NUMBER TESTED	2320	2164	2261	1796	1796	1604	1604	1604
CAPITALIZATION									
ALL STUDENTS	GE	7.33	7.87	8.39	7.18	8.56	5.72	7.36	8.66
	%ILE	47	54	60	55	62	47	58	63
	NUMBER TESTED	3901	3715	3867	3140	3140	2808	2808	2808
BLACK	GE	5.58	6.35	6.60	5.82	6.78	4.85	5.93	6.94
	%ILE	22	32	36	33	39	30	35	41
	NUMBER TESTED	625	614	666	559	559	489	489	489
HISPANIC	GE	5.82	6.47	7.03	6.00	7.19	4.82	6.06	7.28
	%ILE	25	34	42	36	45	32	37	46
	NUMBER TESTED	956	936	933	785	785	715	715	715
ANGLO/OTHER	GE	8.51	8.92	9.35	8.04	9.55	6.80	8.15	9.63
	%ILE	61	66	72	67	75	67	69	76
	NUMBER TESTED	2320	2165	2268	1796	1796	1604	1604	1604
PUNCTUATION									
ALL STUDENTS	GE	7.96	8.48	8.68	7.74	8.81	6.82	7.93	8.90
	%ILE	55	62	65	63	67	64	66	68
	NUMBER TESTED	38[illegible]	3714	3856	3140	3140	2808	2808	2808
BLACK	GE	6.30	6.93	7.22	6.47	7.33	5.51	6.60	7.45
	%ILE	31	40	44	43	46	44	46	47
	NUMBER TESTED	626	613	663	559	559	489	489	489
HISPANIC	GE	6.80	7.34	7.48	6.78	7.60	5.58	6.87	7.68
	%ILE	38	46	48	49	49	45	50	50
	NUMBER TESTED	955	940	927	785	785	715	715	715
ANGLO/OTHER	GE	9.03	9.43	9.48	8.65	9.65	7.51	8.73	9.73
	%ILE	70	76	78	77	79	76	78	80
	NUMBER TESTED	2315	2161	2266	1796	1796	1604	1604	1604

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 7
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.7 79-80	GR.7 80-81	GR.7 81-82	GR.6 80-81	GR.7 81-82	GR.5 79-80	GR.6 80-81	GR.7 81-82
USAGE									
ALL STUDENTS	GE	7.75	8.14	8.42	7.45	8.49	6.48	7.49	8.58
	%ILE	52	57	60	59	61	59	59	63
	NUMBER TESTED	3896	3717	3857	3140	3140	2808	2808	2808
BLACK	GE	5.69	6.23	6.65	5.69	6.83	4.93	5.80	6.98
	%ILE	25	31	37	33	39	35	35	41
	NUMBER TESTED	625	614	663	559	559	489	489	489
HISPANIC	GE	6.05	6.62	7.02	6.07	7.18	5.19	6.26	7.24
	%ILE	29	36	42	39	44	39	41	45
	NUMBER TESTED	956	940	928	785	785	715	715	715
ANGLO/OTHER	GE	9.02	9.29	9.40	8.80	9.53	7.46	8.82	9.60
	%ILE	68	71	73	74	74	73	74	75
	NUMBER TESTED	2315	2163	2266	1796	1796	1604	1604	1604
WORK-STUDY SKILLS TOTAL									
ALL STUDENTS	GE	7.35	7.73	7.84	7.05	7.94	6.13	7.12	7.89
	%ILE	45	52	53	56	55	57	58	56
	NUMBER TESTED	3894	3711	3857	3140	3140	2808	2808	2808
BLACK	GE	5.98	6.40	6.43	5.61	6.58	5.10	5.64	6.58
	%ILE	21	28	29	27	31	36	27	31
	NUMBER TESTED	624	614	663	559	559	489	489	489
HISPANIC	GE	6.25	6.70	6.73	6.28	6.87	5.41	6.29	6.92
	%ILE	26	33	33	40	36	42	40	37
	NUMBER TESTED	954	937	928	785	785	715	715	715
ANGLO/OTHER	GE	8.42	8.69	0.81	7.85	8.93	6.82	7.93	9.01
	%ILE	64	68	70	72	72	72	73	74
	NUMBER TESTED	2316	2160	2266	1796	1796	1604	1604	1604
VISUAL MATERIALS									
ALL STUDENTS	GE	7.49	7.90	8.03	6.95	8.12	5.93	7.00	8.16
	%ILE	48	55	57	52	58	52	53	59
	NUMBER TESTED	3894	3715	3860	3140	3140	2808	2808	2808
BLACK	GE	5.99	6.49	6.42	5.31	6.54	4.81	5.34	6.62
	%ILE	24	31	30	23	32	30	23	33
	NUMBER TESTED	624	614	664	559	559	489	489	489
HISPANIC	GE	6.32	6.84	6.92	6.06	7.01	5.15	6.07	7.04
	%ILE	29	37	38	36	40	35	36	40
	NUMBER TESTED	954	937	929	785	785	715	715	715
ANGLO/OTHER	GE	8.41	8.75	8.94	7.84	9.09	6.78	7.90	9.15
	%ILE	63	69	73	69	75	70	70	76
	NUMBER TESTED	2316	2164	2267	1796	1796	1604	1604	1604
REFERENCE MATERIALS									
ALL STUDENTS	GE	7.58	7.82	7.91	7.10	8.00	6.25	7.13	8.06
	%ILE	49	53	55	54	57	58	55	58
	NUMBER TESTED	3897	3713	3861	3140	3140	2808	2808	2808
BLACK	GE	6.07	6.46	6.53	5.99	6.66	5.36	6.07	6.71
	%ILE	25	31	32	34	34	40	35	35
	NUMBER TESTED	625	614	664	559	559	489	489	489
HISPANIC	GE	6.24	6.79	6.91	6.41	7.05	5.60	6.43	7.06
	%ILE	28	36	36	42	40	44	42	40
	NUMBER TESTED	955	939	930	785	785	715	715	715
ANGLO/OTHER	GE	8.50	8.64	8.75	7.93	8.83	6.84	8.07	8.96
	%ILE	65	68	69	70	71	71	73	72
	NUMBER TESTED	2317	2160	2267	1796	1796	1604	1604	1604

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 8
DATE OF REPORT: JUNE, 1982

			ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
			GR.8 79-80	GR.8 80-81	GR.8 81-82	GR.7 80-81	GR.8 81-82	GR.6 79-80	GR.7 80-81	GR.8 81-82
COMPOSITE										
	ALL STUDENTS	GE	8.40	8.76	9.02	8.04	9.12	6.98	8.07	9.11
		%ILE	47	54	58	58	60	54	59	60
		NUMBER TESTED	3854	3717	3478	2990	2990	2630	2630	2630
	BLACK	GE	6.70	7.04	7.47	6.80	7.51	5.66	6.63	7.53
		%ILE	19	24	31	31	32	27	32	32
		NUMBER TESTED	711	808	573	503	503	449	449	449
	HISPANIC	GE	7.16	7.47	7.77	6.94	7.87	5.98	6.97	7.89
		%ILE	26	31	36	37	38	33	36	38
		NUMBER TESTED	925	888	834	744	744	656	656	656
	ANGLO/OTHER	GE	9.49	9.76	9.90	8.86	10.00	7.80	8.88	10.02
		%ILE	67	72	74	74	78	70	74	77
		NUMBER TESTED	2218	2221	2071	1743	1743	1525	1525	1525
READING TOTAL										
	ALL STUDENTS	GE	8.47	8.71	8.90	7.98	8.99	6.98	7.98	8.98
		%ILE	47	51	54	55	55	53	55	55
		NUMBER TESTED	3856	3795	3554	2990	2990	2630	2630	2630
	BLACK	GE	6.59	6.87	7.20	6.42	7.26	5.42	6.44	7.25
		%ILE	18	21	26	27	27	21	28	26
		NUMBER TESTED	712	823	588	503	503	449	449	449
	HISPANIC	GE	7.04	7.19	7.51	6.78	7.68	5.82	6.79	7.69
		%ILE	24	26	30	33	33	28	33	33
		NUMBER TESTED	925	916	854	744	744	656	656	656
	ANGLO/OTHER	GE	9.60	9.75	9.84	8.86	9.94	7.84	8.88	9.94
		%ILE	67	69	71	72	73	70	72	73
		NUMBER TESTED	2219	2256	2112	1743	1743	1525	1525	1525
VOCABULARY										
	ALL STUDENTS	GE	8.59	8.74	8.99	8.03	9.06	7.02	8.04	9.07
		%ILE	49	52	58	58	58	54	58	58
		NUMBER TESTED	3856	3796	3561	2990	2990	2630	2630	2630
	BLACK	GE	6.65	6.88	7.21	6.40	7.28	5.51	6.43	7.30
		%ILE	20	23	28	30	29	27	30	30
		NUMBER TESTED	712	823	590	503	503	449	449	449
	HISPANIC	GE	6.95	7.01	7.51	6.69	7.62	5.71	6.75	7.64
		%ILE	24	25	33	34	34	30	35	35
		NUMBER TESTED	925	917	857	744	744	656	656	656
	ANGLO/OTHER	GE	9.63	9.75	9.90	8.98	9.99	7.75	8.97	10.01
		%ILE	68	70	72	74	74	68	74	74
		NUMBER TESTED	2219	2258	2114	1743	1743	1525	1525	1525
READING COMPREHENSION										
	ALL STUDENTS	GE	8.39	8.66	8.83	7.93	8.94	6.97	7.93	8.94
		%ILE	47	51	54	55	56	53	55	56
		NUMBER TESTED	3866	3796	3555	2990	2990	2630	2630	2630
	BLACK	GE	6.72	6.98	7.17	6.50	7.20	5.43	6.54	7.22
		%ILE	23	27	29	31	29	25	32	29
		NUMBER TESTED	714	823	588	503	503	449	449	449
	HISPANIC	GE	7.23	7.40	7.59	6.78	7.71	5.94	6.78	7.71
		%ILE	30	32	35	36	37	33	37	37
		NUMBER TESTED	928	916	854	744	744	656	656	656
	ANGLO/OTHER	GE	9.43	9.65	9.72	8.73	9.87	7.78	8.7[illegible]	9.87
		%ILE	65	68	69	69	72	68	69	72
		NUMBER TESTED	2224	2257	2113	1743	1743	1525	1525	1525

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 8
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.8 79-80	GR.8 80-81	GR.8 81-82	GR.7 80-81	GR.8 81-82	GR.6 79-80	GR.7 80-81	GR.8 81-82
MATH TOTAL									
ALL STUDENTS	GE	8.56	8.73	8.87	8.03	8.89	7.06	8.06	9.01
	%ILE	48	51	54	57	57	58	58	58
	NUMBER TESTED	3868	3782	3539	2990	2990	2630	2630	2630
BLACK	GE	7.04	7.32	7.64	6.87	7.72	5.92	6.88	7.77
	%ILE	19	23	29	33	31	29	33	31
	NUMBER TESTED	714	613	584	503	503	449	449	449
HISPANIC	GE	7.62	7.76	8.01	7.29	8.06	6.27	7.34	8.11
	%ILE	29	31	36	41	37	37	43	38
	NUMBER TESTED	935	924	853	744	744	656	656	656
ANGLO/OTHER	GE	9.40	9.56	9.58	8.69	9.69	7.74	8.71	9.72
	%ILE	68	70	70	72	72	72	73	73
	NUMBER TESTED	2219	2245	2107	1743	1743	1525	1525	1525
MATH CONCEPTS									
ALL STUDENTS	GE	8.77	8.95	9.09	8.33	9.21	7.23	8.26	9.21
	%ILE	51	55	57	61	60	57	62	60
	NUMBER TESTED	3872	3786	3541	2990	2990	2630	2630	2630
BLACK	GE	7.24	7.39	7.74	6.83	7.81	5.88	6.87	7.84
	%ILE	25	28	34	34	36	28	35	36
	NUMBER TESTED	716	615	584	503	503	449	449	449
HISPANIC	GE	7.65	7.75	7.96	7.28	8.03	6.14	7.33	8.08
	%ILE	32	34	39	43	40	33	44	41
	NUMBER TESTED	936	925	853	744	744	656	656	656
ANGLO/OTHER	GE	9.66	9.83	9.79	9.04	9.95	7.98	9.06	9.96
	%ILE	68	70	70	75	72	71	75	73
	NUMBER TESTED	2220	2246	2104	1743	1743	1525	1525	1525
MATH PROBLEMS									
ALL STUDENTS	GE	8.45	8.67	8.81	7.97	8.90	6.90	7.99	8.92
	%ILE	47	51	54	57	55	52	57	56
	NUMBER TESTED	3871	3785	3541	2990	2990	2630	2630	2630
BLACK	GE	6.76	7.05	7.31	6.51	7.39	5.63	6.54	7.40
	%ILE	22	26	29	30	30	26	31	31
	NUMBER TESTED	715	615	584	503	503	449	449	449
HISPANIC	GE	7.47	7.69	7.93	7.20	8.00	6.11	7.24	8.08
	%ILE	32	35	38	42	40	35	43	41
	NUMBER TESTED	935	924	854	744	744	656	656	656
ANGLO/OTHER	GE	9.35	9.50	9.55	8.58	9.67	7.59	8.60	9.71
	%ILE	64	67	68	69	70	67	69	71
	NUMBER TESTED	2221	2246	2103	1743	1743	1525	1525	1525
MATH COMPUTATION									
ALL STUDENTS	GE	8.69	8.75	8.87	8.07	8.99	7.15	8.08	9.03
	%ILE	53	55	59	62	62	59	63	63
	NUMBER TESTED	3869	3787	3544	2990	2990	2630	2630	2630
BLACK	GE	7.47	7.70	8.11	7.41	8.23	6.41	7.47	8.33
	%ILE	28	33	41	45	44	37	47	46
	NUMBER TESTED	714	615	584	503	503	449	449	449
HISPANIC	GE	8.07	8.24	8.40	7.82	8.46	6.67	7.70	8.55
	%ILE	40	44	48	51	49	45	53	50
	NUMBER TESTED	935	926	854	744	744	656	656	656
ANGLO/OTHER	GE	9.23	9.33	9.35	8.54	9.45	7.58	8.57	9.47
	%ILE	68	71	72	75	74	73	76	75
	NUMBER TESTED	2220	2246	2106	1743	1743	1525	1525	1525

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 8
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.8 79-80	GR.8 80-81	GR.8 81-82	GR.7 80-81	GR.8 81-82	GR.6 79-80	GR.7 80-81	GR.8 81-82
LANGUAGE TOTAL									
ALL STUDENTS	GE	8.56	9.16	9.50	8.37	9.63	7.18	8.37	9.63
	%ILE	48	57	62	61	64	55	61	64
	NUMBER TESTED	3815	3748	3526	2990	2990	2630	2630	2630
BLACK	GE	6.65	7.13	7.88	6.84	7.98	5.84	6.88	8.09
	%ILE	22	29	38	36	40	32	38	41
	NUMBER TESTED	704	617	580	503	503	449	449	449
HISPANIC	GE	7.28	7.52	8.23	7.09	8.33	6.13	7.14	8.41
	%ILE	31	34	43	42	45	38	42	46
	NUMBER TESTED	912	896	849	744	744	656	656	656
ANGLO/OTHER	GE	9.64	10.10	10.35	9.20	10.52	7.98	9.22	10.50
	%ILE	64	71	74	74	77	69	74	76
	NUMBER TESTED	2199	2235	2097	1743	1743	1525	1525	1525
SPELLING									
ALL STUDENTS	GE	8.39	8.56	8.99	8.10	9.11	7.06	8.13	9.13
	%ILE	47	49	56	57	58	54	57	58
	NUMBER TESTED	3859	3797	3555	2990	2990	2630	2630	2630
BLACK	GE	6.79	7.20	8.12	7.15	8.27	6.32	7.21	8.28
	%ILE	26	31	43	43	45	42	44	45
	NUMBER TESTED	713	623	587	503	503	449	449	449
HISPANIC	GE	7.35	7.44	8.07	7.24	8.15	6.32	7.31	8.18
	%ILE	34	34	42	45	43	42	46	44
	NUMBER TESTED	928	917	855	744	744	656	656	656
ANGLO/OTHER	GE	9.29	9.39	9.59	8.86	9.75	7.66	8.66	9.77
	%ILE	61	62	65	66	67	64	66	68
	NUMBER TESTED	2220	2257	2113	1743	1743	1525	1525	1525
CAPITALIZATION									
ALL STUDENTS	GE	8.21	9.13	9.68	8.19	9.84	6.70	8.21	9.86
	%ILE	44	56	63	58	65	48	58	65
	NUMBER TESTED	3856	3789	3558	2990	2990	2630	2630	2630
BLACK	GE	6.20	7.06	7.53	6.55	7.72	5.31	6.62	7.97
	%ILE	21	31	36	35	38	26	36	41
	NUMBER TESTED	710	623	589	503	503	449	449	449
HISPANIC	GE	6.87	7.38	8.19	6.71	8.35	5.86	6.78	8.43
	%ILE	28	34	44	38	46	34	39	47
	NUMBER TESTED	928	921	858	744	744	656	656	656
ANGLO/OTHER	GE	9.52	10.14	10.56	9.11	10.78	7.62	9.16	10.77
	%ILE	61	68	73	69	76	61	70	76
	NUMBER TESTED	2218	2255	2113	1743	1743	1525	1525	1525
PUNCTUATION									
ALL STUDENTS	GE	8.80	9.44	9.71	8.68	9.87	7.49	8.72	9.89
	%ILE	52	61	65	65	67	60	66	67
	NUMBER TESTED	3868	3779	3557	2990	2990	2630	2630	2630
BLACK	GE	6.95	7.44	8.19	7.17	8.28	6.11	7.22	8.42
	%ILE	28	34	43	43	44	38	44	46
	NUMBER TESTED	719	619	588	503	503	449	449	449
HISPANIC	GE	7.43	7.92	8.60	7.63	8.73	6.56	7.75	8.76
	%ILE	34	40	49	50	51	45	51	51
	NUMBER TESTED	932	914	858	744	744	656	656	656
ANGLO/OTHER	GE	9.88	10.43	10.72	9.59	10.95	8.41	9.65	10.95
	%ILE	67	75	79	78	82	73	78	82
	NUMBER TESTED	2217	2246	2111	1743	1743	1525	1525	1525

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 8
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.8 79-80	GR.8 80-81	GR.8 81-82	GR.7 80-81	GR.8 81-82	GR.6 79-80	GR.7 80-81	GR.8 81-82
USAGE									
ALL STUDENTS	GE	8.76	9.28	9.59	8.40	9.72	7.22	8.36	9.69
	%ILE	51	58	62	60	63	56	60	63
	NUMBER TESTED	3869	3782	3560	2990	2990	2630	2630	2630
BLACK	GE	6.75	6.98	7.08	6.64	7.78	5.37	6.62	7.63
	%ILE	27	29	37	37	38	29	36	39
	NUMBER TESTED	719	618	587	503	503	449	449	449
HISPANIC	GE	7.40	7.52	8.10	6.90	8.20	5.87	6.96	8.26
	%ILE	34	35	42	40	43	38	41	44
	NUMBER TESTED	935	918	859	744	744	656	656	656
ANGLO/OTHER	GE	10.02	10.45	10.67	9.52	10.86	8.57	9.55	10.87
	%ILE	67	72	75	74	77	73	74	77
	NUMBER TESTED	2215	2246	2114	1743	1743	1525	1525	1525
WORK-STUDY SKILLS TOTAL									
ALL STUDENTS	GE	8.32	8.65	9.02	7.95	9.17	6.94	8.00	9.19
	%ILE	45	49	56	55	58	54	56	59
	NUMBER TESTED	3863	3780	3560	2990	2990	2630	2630	2630
BLACK	GE	6.60	6.99	7.30	6.49	7.40	5.77	6.53	7.43
	%ILE	19	25	29	30	31	29	30	31
	NUMBER TESTED	718	616	588	503	503	449	449	449
HISPANIC	GE	7.17	7.28	7.82	7.00	7.96	6.01	7.07	7.98
	%ILE	27	29	37	38	39	34	40	39
	NUMBER TESTED	932	918	861	744	744	656	656	656
ANGLO/OTHER	GE	9.44	9.80	9.94	8.87	10.07	7.89	8.89	10.10
	%ILE	63	69	72	71	74	69	72	75
	NUMBER TESTED	2213	2246	2111	1743	1743	1525	1525	1525
VISUAL MATERIALS									
ALL STUDENTS	GE	8.29	8.69	9.13	8.05	9.26	6.72	8.09	9.27
	%ILE	45	52	59	57	61	48	58	62
	NUMBER TESTED	3868	3783	3564	2990	2990	2630	2630	2630
BLACK	GE	6.53	7.02	7.41	6.61	7.46	5.34	6.66	7.50
	%ILE	21	27	32	33	33	23	34	34
	NUMBER TESTED	719	617	588	503	503	449	449	449
HISPANIC	GE	7.15	7.39	7.99	7.09	8.11	5.97	7.14	8.15
	%ILE	29	32	41	41	43	34	42	43
	NUMBER TESTED	933	920	862	744	744	656	656	656
ANGLO/OTHER	GE	9.51	9.89	10.01	8.91	10.19	7.54	8.98	10.24
	%ILE	66	72	74	72	76	63	73	77
	NUMBER TESTED	2216	2246	2114	1743	1743	1525	1525	1525
REFERENCE MATERIALS									
ALL STUDENTS	GE	8.44	8.76	8.98	8.00	9.10	7.08	8.01	9.12
	%ILE	47	52	55	56	57	54	57	57
	NUMBER TESTED	3865	3784	3562	2990	2990	2630	2630	2630
BLACK	GE	6.81	7.12	7.39	6.59	7.46	5.97	6.63	7.48
	%ILE	24	27	31	33	31	33	34	32
	NUMBER TESTED	718	617	589	503	503	449	449	449
HISPANIC	GE	7.25	7.41	7.78	7.02	7.89	6.18	7.08	7.93
	%ILE	29	31	36	40	38	37	41	39
	NUMBER TESTED	933	920	861	744	744	656	656	656
ANGLO/OTHER	GE	9.50	9.64	9.75	8.84	9.93	7.88	8.85	9.98
	%ILE	63	66	68	71	71	69	71	72
	NUMBER TESTED	2214	2247	2112	1743	1743	1525	1525	1525

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 09
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED				
		GR.09 77-78	GR.09 78-79	GR.09 79-80	GR.09 80-81	GR.09 81-82
READING						
ALL STUDENTS	1970 %ILE	39	34	35	33	34
	1978 %ILE	56	53	53	52	53
	NUMBER TESTED	4526	4722	4478	3926	4122
BLACK	1970 %ILE	15	14	14	16	15
	1978 %ILE	37	36	36	37	37
	NUMBER TESTED	595	745	758	734	762
HISPANIC	1970 %ILE	16	16	20	18	20
	1978 %ILE	37	37	43	39	43
	NUMBER TESTED	888	1060	1121	987	1012
ANGLO/OTHER	1970 %ILE	52	51	53	51	52
	1978 %ILE	64	63	65	63	64
	NUMBER TESTED	3043	2917	2599	2205	2348
MATH BASIC CONCEPTS						
ALL STUDENTS	1970 %ILE	38	36	36	36	37
	1978 %ILE	57	55	55	55	56
	NUMBER TESTED	4512	4701	4458	3900	4093
BLACK	1970 %ILE	17	15	16	17	16
	1978 %ILE	30	29	30	30	30
	NUMBER TESTED	589	735	752	732	758
HISPANIC	1970 %ILE	18	18	23	21	23
	1978 %ILE	32	32	39	37	39
	NUMBER TESTED	886	1055	1116	971	1000
ANGLO/OTHER	1970 %ILE	51	49	55	55	55
	1978 %ILE	67	65	71	70	71
	NUMBER TESTED	3037	2911	2590	2197	2335
MATH COMPUTATION						
ALL STUDENTS	1970 %ILE	36	35	38	38	37
	1978 %ILE	60	59	62	62	61
	NUMBER TESTED	4465	4662	4443	3936	4089
BLACK	1970 %ILE	14	15	15	18	15
	1978 %ILE	32	33	33	40	33
	NUMBER TESTED	572	722	739	739	750
HISPANIC	1970 %ILE	17	20	24	25	24
	1978 %ILE	38	43	47	48	47
	NUMBER TESTED	892	1027	1114	987	997
ANGLO/OTHER	1970 %ILE	51	51	54	58	54
	1978 %ILE	75	75	78	79	78
	NUMBER TESTED	3001	2913	2590	2210	2342

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 09
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED				
		GR.09 77-78	GR.09 78-79	GR.09 79-80	GR.09 80-81	GR.09 81-82
MECHANICS OF WRITING						
ALL STUDENTS	1970 %ILE	30	29	31		32
	1978 %ILE	52	50	55		56
	NUMBER TESTED	4508	4713	4463		4096
BLACK	1970 %ILE	11	11	11		14
	1978 %ILE	27	27	28		32
	NUMBER TESTED	595	742	755		756
HISPANIC	1970 %ILE	13	13	15		17
	1978 %ILE	31	31	33		36
	NUMBER TESTED	882	1057	1118		1006
ANGLO/OTHER	1970 %ILE	43	43	47		48
	1978 %ILE	68	69	72		73
	NUMBER TESTED	3031	2914	2590		2336
ENGLISH EXPRESSION						
ALL STUDENTS	1970 %ILE	28	24	26	27	
	1978 %ILE	50	47	49	50	
	NUMBER TESTED	4520	4711	4464	3928	
BLACK	1970 %ILE	11	10	11	11	
	1978 %ILE	26	25	27	27	
	NUMBER TESTED	596	740	754	738	
HISPANIC	1970 %ILE	11	11	14	15	
	1978 %ILE	26	28	33	34	
	NUMBER TESTED	884	1062	1122	983	
ANGLO/OTHER	1970 %ILE	42	42	46	46	
	1978 %ILE	63	63	67	67	
	NUMBER TESTED	3040	2909	2588	2207	
SCIENCE						
ALL STUDENTS	1970 %ILE	38	37	38		36
	1978 %ILE					
	NUMBER TESTED	4466	4670	4446		4091
BLACK	1970 %ILE	12	12	12		12
	1978 %ILE					
	NUMBER TESTED	575	724	743		748
HISPANIC	1970 %ILE	14	15	18		15
	1978 %ILE					
	NUMBER TESTED	890	1025	1115		997
ANGLO/OTHER	1970 %ILE	53	56	58		58
	1978 %ILE					
	NUMBER TESTED	3001	2921	2588		2346
SOCIAL STUDIES						
ALL STUDENTS	1970 %ILE	33	28	31	29	
	1978 %ILE	44	39	41	39	
	NUMBER TESTED	4466	4656	4434	3929	
BLACK	1970 %ILE	12	13	12	13	
	1978 %ILE	22	23	22	23	
	NUMBER TESTED	573	721	740	737	
HISPANIC	1970 %ILE	15	15	19	16	
	1978 %ILE	24	24	28	24	
	NUMBER TESTED	894	1026	1110	983	
ANGLO/OTHER	1970 %ILE	45	44	46	48	
	1978 %ILE	60	59	62	63	
	NUMBER TESTED	2999	2909	2584	2209	

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 10
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS	
		GR. 10 77-78	GR. 10 78-79	GR. 10 79-80	GR. 10 80-81	GR. 10 81-82	GR. 09 80-81	GR. 10 81-82
READING								
ALL STUDENTS	1970 %ILE	42	42	41	37	41	44	45
	1978 %ILE	52	52	50	49	51	59	54
	NUMBER TESTED	4139	3989	3906	3707	3246	2308	2308
BLACK	1970 %ILE	13	14	14	14	18	22	21
	1978 %ILE	33	34	34	34	38	48	40
	NUMBER TESTED	523	496	596	568	556	380	380
HISPANIC	1970 %ILE	18	19	19	20	19	22	19
	1978 %ILE	38	39	38	39	39	46	39
	NUMBER TESTED	716	733	818	880	701	470	470
ANGLO/OTHER	1970 %ILE	58	54	58	53	58	60	61
	1978 %ILE	61	60	61	59	61	67	63
	NUMBER TESTED	2900	2770	2491	2259	1989	1458	1458
MATH BASIC CONCEPTS								
ALL STUDENTS	1970 %ILE	46	45	45	45	45	48	51
	1978 %ILE	56	56	56	56	56	63	61
	NUMBER TESTED	4115	3984	3887	3893	3231	2308	2308
BLACK	1970 %ILE	17	19	19	19	21	22	28
	1978 %ILE	27	29	29	29	31	37	39
	NUMBER TESTED	516	495	589	564	555	380	380
HISPANIC	1970 %ILE	25	25	28	27	30	28	32
	1978 %ILE	37	37	41	41	43	44	45
	NUMBER TESTED	713	731	811	878	687	470	470
ANGLO/OTHER	1970 %ILE	61	60	62	61	62	65	67
	1978 %ILE	71	71	72	72	72	78	78
	NUMBER TESTED	2884	2758	2487	2251	1379	1458	1458
MATH COMPUTATION								
ALL STUDENTS	1970 %ILE	41	44	44	44	43	52	51
	1978 %ILE	67	70	70	70	69	75	75
	NUMBER TESTED	4049	3939	3881	3892	3207	2308	2308
BLACK	1970 %ILE	14	20	20	19	22	27	24
	1978 %ILE	30	40	40	40	42	50	44
	NUMBER TESTED	505	490	591	555	551	380	380
HISPANIC	1970 %ILE	22	27	28	31	31	35	33
	1978 %ILE	42	49	50	56	55	58	58
	NUMBER TESTED	706	724	814	873	681	470	470
ANGLO/OTHER	1970 %ILE	54	[illegible]	60	61	57	65	64
	1978 %ILE	78	[illegible]	81	82	80	88	83
	NUMBER TESTED	2838	2725	2456	2284	1975	1458	1458

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 10
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS	
		GR. 10 77-78	GR. 10 78-79	GR. 10 79-80	GR. 10 80-81	GR. 10 81-82	GR. 09 80-81	GR. 10 81-82
MECHANICS OF WRITING								
ALL STUDENTS	1970 %ILE	32	34	3[illegible]		33		38
	1978 %ILE	57	59	59		58		62
	NUMBER TESTED	4132	3989	3900		3225		2308
BLACK	1970 %ILE	10	17	15		17		19
	1978 %ILE	26	33	31		34		37
	NUMBER TESTED	520	497	592		553		380
HISPANIC	1970 %ILE	17	19	20		21		22
	1978 %ILE	34	37	39		42		44
	NUMBER TESTED	715	735	818		697		470
ANGLO/OTHER	1970 %ILE	44	48	47		47		53
	1978 %ILE	70	71	71		71		74
	NUMBER TESTED	2897	2757	2490		1979		1458
ENGLISH EXPRESSION								
ALL STUDENTS	1970 %ILE	35	36	34	34		39	
	1978 %ILE	54	55	53	53		60	
	NUMBER TESTED	4133	3997	3908	3704		2308	
BLACK	1970 %ILE	10	11	12	11		18	
	1978 %ILE	26	29	30	29		35	
	NUMBER TESTED	520	499	595	566		380	
HISPANIC	1970 %ILE	15	17	14	18		20	
	1978 %ILE	33	34	32	35		42	
	NUMBER TESTED	718	735	819	880		470	
ANGLO/OTHER	1970 %ILE	49	49	49	50		54	
	1978 %ILE	66	65	66	67		73	
	NUMBER TESTED	2897	2763	2494	2258		1458	
SCIENCE								
ALL STUDENTS	1970 %ILE	44	45	42		41		46
	1978 %ILE							
	NUMBER TESTED	4037	3944	3857		3214		2308
BLACK	1970 %ILE	10	15	13		15		20
	1978 %ILE							
	NUMBER TESTED	503	489	591		554		380
HISPANIC	1970 %ILE	19	22	20		22		23
	1978 %ILE							
	NUMBER TESTED	706	725	810		680		470
ANGLO/OTHER	1970 %ILE	59	56	60		56		61
	1978 %ILE							
	NUMBER TESTED	2828	2730	2456		1980		1458
SOCIAL STUDIES								
ALL STUDENTS	1970 %ILE	36	38	38	34		42	
	1978 %ILE	51	54	50	48		54	
	NUMBER TESTED	4049	3932	3880	3704		2308	
BLACK	1970 %ILE	13	16	14	15		20	
	1978 %ILE	18	20	18	20		29	
	NUMBER TESTED	505	489	590	556		380	
HISPANIC	1970 %ILE	19	22	21	21		23	
	1978 %ILE	25	28	27	27		33	
	NUMBER TESTED	704	725	817	878		470	
ANGLO/OTHER	1970 %ILE	52	51	51	49		55	
	1978 %ILE	77	76	76	74		76	
	NUMBER TESTED	2840	2718	2453	2268		1458	

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 11
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS		STUDENTS TESTED EACH OF THE LAST THREE YEARS		
		GR.11 77-78	GR.11 78-79	GR.11 79-80	GR.11 80-81	GR.11 81-82	GR.10 80-81	GR.11 81-82	GR.09 79-80	GR.10 80-81	GR.11 81-82
READING											
ALL STUDENTS	1970 %ILE	43	42	46	40	41	47	46	50	47	47
	1978 %ILE	53	52	53	51	52	55	53	63	55	54
	NUMBER TESTED	3499	3409	3334	3333	3157	2390	2390	1921	1921	1921
BLACK	1970 %ILE	14	13	18	13	17	19	20	22	18	20
	1978 %ILE	36	35	37	35	37	38	39	45	38	39
	NUMBER TESTED	439	395	448	501	459	325	325	288	288	288
HISPANIC	1970 %ILE	19	19	22	19	22	25	24	27	27	26
	1978 %ILE	38	38	40	38	40	43	40	50	44	43
	NUMBER TESTED	552	555	593	669	678	492	492	382	382	382
ANGLO/OTHER	1970 %ILE	59	59	58	57	57	60	58	62	60	60
	1978 %ILE	58	58	59	59	59	63	60	68	63	60
	NUMBER TESTED	2508	2459	2293	2183	2022	1573	1573	1251	1251	1251
MATH BASIC CONCEPTS											
ALL STUDENTS	1970 %ILE	53	54	56	51	54	58	58	49	57	58
	1978 %ILE	65	65	66	63	65	68	67	65	68	67
	NUMBER TESTED	3491	3397	3315	3318	3139	2390	2390	1921	1921	1921
BLACK	1970 %ILE	22	21	23	21	25	27	28	22	26	28
	1978 %ILE	33	31	35	32	38	40	41	38	40	41
	NUMBER TESTED	437	390	445	498	457	325	325	288	288	288
HISPANIC	1970 %ILE	29	28	31	29	32	35	34	33	38	37
	1978 %ILE	42	41	44	42	44	48	47	52	51	49
	NUMBER TESTED	551	552	588	664	670	492	492	382	382	382
ANGLO/OTHER	1970 %ILE	63	65	66	67	67	68	71	68	69	72
	1978 %ILE	72	76	77	77	77	79	84	80	79	86
	NUMBER TESTED	2503	2455	2282	2156	2012	1573	1573	1251	1251	1251
MATH COMPUTATION											
ALL STUDENTS	1970 %ILE	45	48	49	48	47	55	55	53	56	55
	1978 %ILE	68	70	73	71	71	79	77	77	79	78
	NUMBER TESTED	3368	3384	3280	3317	3129	2390	2390	1921	1921	1921
BLACK	1970 %ILE	18	19	21	23	26	25	29	22	25	29
	1978 %ILE	34	35	37	40	46	46	49	46	46	49
	NUMBER TESTED	415	390	430	500	448	325	325	288	288	288
HISPANIC	1970 %ILE	28	28	33	31	34	37	37	44	40	40
	1978 %ILE	49	49	54	52	56	62	60	67	60	63
	NUMBER TESTED	541	538	584	665	669	492	492	382	382	382
ANGLO/OTHER	1970 %ILE	57	60	61	61	61	69	68	67	70	67
	1978 %ILE	78	82	83	83	82	87	84	86	87	84
	NUMBER TESTED	2410	2436	2268	2152	2012	1573	1573	1251	1251	1251

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 11
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS		STUDENTS TESTED EACH OF THE LAST THREE YEARS		
		GR.11 77-78	GR.11 78-79	GR.11 79-80	GR.11 80-81	GR.11 81-82	GR.10 80-81	GR.11 81-82	GR.09 79-80	GR.10 80-81	GR.11 81-82
MECHANICS OF WRITING											
ALL STUDENTS	1970 %ILE	38	38	39		38		43	46		45
	1978 %ILE	65	67	67		67		70	72		72
	NUMBER TESTED	3481	3402	3324		3141		2390	1921		1921
BLACK	1970 %ILE	14	14	16		17		22	21		23
	1978 %ILE	33	33	36		40		45	39		47
	NUMBER TESTED	438	396	446		458		325	288		288
HISPANIC	1970 %ILE	21	23	23		25		27	31		29
	1978 %ILE	44	46	46		48		53	54		50
	NUMBER TESTED	550	554	592		672		492	382		382
ANGLO/OTHER	1970 %ILE	46	50	51		51		55	58		56
	1978 %ILE	74	77	77		78		81	82		83
	NUMBER TESTED	2495	2452	2288		2013		1573	1251		1251
ENGLISH EXPRESSION											
ALL STUDENTS	1970 %ILE	35	38	38	38		43		43	43	
	1978 %ILE	59	63	63	61		60		64	60	
	NUMBER TESTED	3483	3402	3330	3331		2390		1921	1921	
BLACK	1970 %ILE	11	10	12	9		16		17	16	
	1978 %ILE	30	28	32	28		33		35	34	
	NUMBER TESTED	433	396	446	50[illegible]		325		288	288	
HISPANIC	1970 %ILE	15	15	17	16		23		24	25	
	1978 %ILE	37	37	38	38		41		47	42	
	NUMBER TESTED	552	555	594	670		492		382	382	
ANGLO/OTHER	1970 %ILE	47	50	52	52		57		56	56	
	1978 %ILE	71	74	76	76		74		75	74	
	NUMBER TESTED	2498	2451	2290	2160		1573		1251	1251	
SCIENCE											
ALL STUDENTS	1970 %ILE	46	47	49		44		48	52		49
	1978 %ILE										
	NUMBER TESTED	3363	3366	3275		3130		2390	1921		1921
BLACK	1970 %ILE	16	12	17		15		16	18		16
	1978 %ILE										
	NUMBER TESTED	413	391	428		4[illegible]		325	288		288
HISPANIC	1970 %ILE	21	21	24		25		26	32		27
	1978 %ILE										
	NUMBER TESTED	541	538	582		669		492	382		382
ANGLO/OTHER	1970 %ILE	57	60	60		59		61	65		61
	1978 %ILE										
	NUMBER TESTED	2409	2437	2285		2011		1573	1251		1251
SOCIAL STUDIES											
ALL STUDENTS	1970 %ILE	39	42	42	38		43		44	43	
	1978 %ILE	66	70	70	64		63		59	63	
	NUMBER TESTED	3363	3361	3269	3328		2390		1921	1921	
BLACK	1970 %ILE	14	12	15	11		20		20	19	
	1978 %ILE	20	17	21	17		25		30	24	
	NUMBER TESTED	415	392	427	501		325		288	288	
HISPANIC	1970 %ILE	20	20	23	20		26		28	27	
	1978 %ILE	29	27	33	28		33		39	34	
	NUMBER TESTED	541	537	581	671		492		382	382	
ANGLO/OTHER	1970 %ILE	50	53	53	52		57		54	57	
	1978 %ILE	79	81	81	81		81		75	81	
	NUMBER TESTED	2407	2432	2281	2156		1573		1251	1251	

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 12
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS		STUDENTS TESTED EACH OF THE LAST THREE YEARS			STUDENTS TESTED EACH OF THE LAST FOUR YEARS			
		GR 12 77-78	GR. 12 78-79	GR. 12 79-80	GR. 12 80-81	GR. 12 81-82	GR. 11 80-81	GR. 12 81-82	GR. 10 79-80	GR. 11 80-81	GR. 12 81-82	GR. 09 78-79	GR. 10 79-80	GR. 11 80-81	GR 12 81-82
READING															
ALL STUDENTS	1970 %ILE	41	44	47	42	40	47	41	52	48	43	49	52	49	44
	1978 %ILE	51	53	54	52	50	54	51	57	54	53	62	58	54	53
	NUMBER TESTED	2043	2725	2704	2830	2819	2284	2284	1794	1794	1794	1597	1597	1597	1597
BLACK	1970 %ILE	14	14	14	15	13	16	13	21	17	14	21	21	17	14
	1978 %ILE	33	33	33	34	32	37	33	40	37	33	45	40	37	33
	NUMBER TESTED	257	285	221	337	401	317	317	266	266	266	241	241	241	241
HISPANIC	1970 %ILE	19	17	25	21	18	22	19	23	23	21	26	23	25	21
	1978 %ILE	36	35	42	38	39	40	37	42	40	38	49	42	41	38
	NUMBER TESTED	395	411	359	521	547	427	427	319	319	319	278	278	278	278
ANGLO/OTHER	1970 %ILE	54	53	55	52	54	61	57	65	62	58	62	66	62	58
	1978 %ILE	57	57	58	56	57	60	58	65	61	59	68	65	61	60
	NUMBER TESTED	1391	2029	2124	1972	1871	1520	1520	1209	1209	1209	1078	1078	1078	1078
MATH BASIC CONCEPTS															
ALL STUDENTS	1970 %ILE	52	55	55	53	53	59	56	58	61	59	53	60	63	61
	1978 %ILE	62	65	65	63	63	69	66	70	70	70	69	71	72	72
	NUMBER TESTED	2038	2716	2690	2819	2810	2284	2284	1794	1794	1794	1597	1597	1597	1597
BLACK	1970 %ILE	23	21	21	26	24	25	24	26	24	25	24	27	24	25
	1978 %ILE	36	34	33	39	37	39	37	40	38	38	40	41	38	38
	NUMBER TESTED	255	285	220	331	398	317	317	266	266	266	241	241	241	241
HISPANIC	1970 %ILE	27	30	32	31	28	32	29	35	34	32	27	35	35	32
	1978 %ILE	40	42	44	43	40	45	41	48	47	43	[illegible]	46	47	44
	NUMBER TESTED	394	409	358	519	547	427	427	319	319	319	278	278	278	278
ANGLO/OTHER	1970 %ILE	63	64	64	65	69	72	70	71	73	72	68	71	74	74
	1978 %ILE	74	76	76	76	81	86	83	82	86	86	80	83	87	88
	NUMBER TESTED	1389	2022	2112	1969	1865	1520	1520	1209	1209	1209	1078	1078	1078	1078
MATH COMPUTATION															
ALL STUDENTS	1970 %ILE	46	50	50	47	46	55	49	57	57	52	55	59	58	54
	1978 %ILE	67	71	70	68	67	77	69	80	78	73	78	80	80	74
	NUMBER TESTED	1876	2657	2694	2813	2801	2284	2284	1794	1794	1794	1597	1597	1597	1597
BLACK	1970 %ILE	12	14	15	18	19	24	20	27	26	22	24	27	26	21
	1978 %ILE	26	29	30	35	38	43	40	49	46	43	47	49	46	43
	NUMBER TESTED	218	274	225	340	403	317	317	266	266	266	241	241	241	241
HISPANIC	1970 %ILE	23	27	29	27	26	36	26	36	37	29	36	39	39	32
	1978 %ILE	45	49	52	49	47	58	48	61	60	52	60	65	62	55
	NUMBER TESTED	375	391	357	517	540	427	427	319	319	319	278	278	278	278
ANGLO/OTHER	1970 %ILE	58	59	58	57	61	67	63	70	69	65	69	72	70	66
	1978 %ILE	77	77	77	77	78	84	80	87	85	80	88	87	86	81
	NUMBER TESTED	1283	1992	2112	1956	1852	1520	1520	1209	1209	1209	1078	1078	1078	1078

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 12
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS		STUDENTS TESTED EACH OF THE LAST THREE YEARS			STUDENTS TESTED EACH OF THE LAST FOUR YEARS			
		GR.12 77-78	GR.12 78-79	GR.12 79-80	GR.12 80-81	GR.12 81-82	GR.11 80-81	GR.12 81-82	GR.10 79-80	GR.11 80-81	GR.12 81-82	GR.09 78-79	GR.10 79-80	GR.11 80-81	GR.12 81-82
MECHANICS OF WRITING															
ALL STUDENTS	1970 %ILE	35	39	40		38		38	45		40	47	40		41
	1978 %ILE	64	70	70		68		69	70		70	73	71		71
	NUMBER TESTED	2025	2715	2695		2810		2264	1794		1794	1597	1597		1597
BLACK	1970 %ILE	13	13	18		13		14	21		18	18	21		18
	1978 %ILE	34	36	39		36		37	41		40	37	42		40
	NUMBER TESTED	256	285	221		400		317	268		268	241	241		241
HISPANIC	1970 %ILE	20	20	23		20		20	26		22	27	27		23
	1978 %ILE	48	[illegible]	[illegible]		47		48	49		51	47	50		52
	NUMBER TESTED	395	407	359		546		427	319		319	278	278		278
ANGLO/OTHER	1970 %ILE	44	48	46		46		49	56		50	57	57		51
	1978 %ILE	74	80	79		79		82	79		83	82	79		84
	NUMBER TESTED	1374	2023	2115		1864		1520	1209		1209	1078	1078		1078
ENGLISH EXPRESSION															
ALL STUDENTS	1970 %ILE	34	39	40	40		44		43	45		42	44	46	
	1978 %ILE	61	65	66	66		69		60	70		63	60	70	
	NUMBER TESTED	2025	2711	2690	2825		2264		1794	1794		1597	1597	1597	
BLACK	1970 %ILE	8	[illegible]	12	13		13		17	13		18	17	13	
	1978 %ILE	26	28	32	35		34		35	34		35	35	34	
	NUMBER TESTED	254	285	221	339		317		268	268		241	241	241	
HISPANIC	1970 %ILE	18	17	21	19		18		21	21		19	23	22	
	1978 %ILE	38	39	47	44		40		39	44		38	41	45	
	NUMBER TESTED	396	406	359	521		427		319	319		278	278	278	
ANGLO/OTHER	1970 %ILE	48	48	49	51		58		57	59		56	58	60	
	1978 %ILE	73	73	75	77		82		74	82		74	74	83	
	NUMBER TESTED	1375	2020	2110	1965		1520		1209	1209		1078	1078	1078	
SCIENCE															
ALL STUDENTS	1970 %ILE	45	49	51		44		47	52		48	52	53		48
	1978 %ILE														
	NUMBER TESTED	1869	2656	2693		2799		2264	1794		1794	1597	1597		1597
BLACK	1970 %ILE	12	13	14		14		13	19		15	19	20		18
	1978 %ILE														
	NUMBER TESTED	214	274	225		404		317	268		268	241	241		241
HISPANIC	1970 %ILE	20	22	30		22		23	27		25	29	28		27
	1978 %ILE														
	NUMBER TESTED	375	390	357		541		427	319		319	278	278		278
ANGLO/OTHER	1970 %ILE	59	57	57		57		59	65		60	68	66		61
	1978 %ILE														
	NUMBER TESTED	1280	1994	2111		1854		1520	1209		1209	1078	1078		1078
SOCIAL STUDIES															
ALL STUDENTS	1970 %ILE	40	43	44	41		45		46	47		45	47	47	
	1978 %ILE	70	72	73	71		73		70	76		60	71	77	
	NUMBER TESTED	1868	2653	2681	2819		2264		1794	1794		1597	1597	1597	
BLACK	1970 %ILE	11	13	13	14		15		17	15		17	17	15	
	1978 %ILE	16	20	20	21		21		21	22		26	21	22	
	NUMBER TESTED	217	274	224	341		317		268	268		241	241	241	
HISPANIC	1970 %ILE	19	20	24	22		24		25	26		29	26	28	
	1978 %ILE	30	33	42	37		35		31	38		40	32	43	
	NUMBER TESTED	375	391	357	520		427		319	319		278	278	278	
ANGLO/OTHER	1970 %ILE	53	53	50	50		57		61	59		58	62	60	
	1978 %ILE	78	75	77	77		83		84	84		82	84	84	
	NUMBER TESTED	1276	1968	2100	1958		1520		1209	1209		1078	1078	1078	

ACHIEVEMENT PROFILES
HIGH AND LOW ACHIEVERS
(RANGES)
GRADES K-12
1981-82

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: K
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED		STUDENTS TESTED BOTH FALL & SPRING	
		FALL 1981	SPRING 1982	FALL 1982	SPRING 1982
LANGUAGE					
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99	5%	11%	5%	11%
	75-99	16%	23%	17%	24%
	1-25	48%	25%	46%	24%
	1-10	18%	15%	17%	14%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE	5%	23%	5%	24%
	-1 GE	35%	8%	32%	7%
NUMBER TESTED		3508	3457	2825	2825
LISTENING					
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99		13%		13%
	75-99		27%		28%
	1-25		28%		26%
	1-10		13%		11%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE		13%		13%
	-1 GE		9%		8%
NUMBER TESTED			3471		2815
MATH					
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99		7%		5%
	75-99		20%		21%
	1-25		32%		31%
	1-10		14%		13%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE		13%		14%
	-1 GE		8%		7%
NUMBER TESTED			3461		2820

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 1
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED GR. 1 79-80	GR. 1 80-81	GR. 1 81-82
COMPOSITE				
% OF STUDENTS	90-99	16%	19%	18%
SCORING IN	75-99	34%	38%	38%
THESE %ILE	1-25	18%	18%	18%
RANGES	1-10	7%	7%	6%
% AT LEAST THIS	+1 GE	22%	25%	24%
FAR FROM GRADE LEVEL	-1 GE	2%	3%	2%
NUMBER TESTED		3988	3708	3770
READING TOTAL				
% OF STUDENTS	90-99	19%	21%	21%
SCORING IN	75-99	40%	42%	40%
THESE %ILE	1-25	16%	17%	16%
RANGES	1-10	4%	4%	4%
% AT LEAST THIS	+1 GE	23%	25%	24%
FAR FROM GRADE LEVEL	-1 GE	5%	5%	5%
NUMBER TESTED		3994	3753	3815
VOCABULARY				
% OF STUDENTS	90-99	15%	16%	17%
SCORING IN	75-99	38%	39%	37%
THESE %ILE	1-25	18%	19%	19%
RANGES	1-10	6%	7%	7%
% AT LEAST THIS	+1 GE	19%	21%	21%
FAR FROM GRADE LEVEL	-1 GE	9%	10%	10%
NUMBER TESTED		4012	3804	3848
READING COMPREHENSION				
% OF STUDENTS	90-99	16%	18%	17%
SCORING IN	75-99	35%	36%	30%
THESE %ILE	1-25	16%	17%	16%
RANGES	1-10	8%	9%	8%
% AT LEAST THIS	+1 GE	22%	24%	24%
FAR FROM GRADE LEVEL	-1 GE	8%	9%	8%
NUMBER TESTED		4008	3771	3827

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 1
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED GR. 1 79-80	GR. 1 80-81	GR. 1 81-82
MATH TOTAL				
% OF STUDENTS	90-99	9%	12%	11%
SCORING IN	75-99	27%	30%	29%
THESE %ILE	1-25	21%	21%	19%
RANGES	1-10	8%	9%	7%
% AT LEAST THIS	+1 GE	7%	10%	9%
FAR FROM GRADE LEVEL	-1 GE	2%	3%	2%
NUMBER TESTED		3992	3759	3818
MATH CONCEPTS				
% OF STUDENTS	90-99	7%	9%	7%
SCORING IN	75-99	25%	26%	27%
THESE %ILE	1-25	24%	23%	22%
RANGES	1-10	9%	9%	8%
% AT LEAST THIS	+1 GE	10%	14%	12%
FAR FROM GRADE LEVEL	-1 GE	4%	5%	4%
NUMBER TESTED		4000	3787	3837
MATH PROBLEMS				
% OF STUDENTS	90-99	8%	9%	8%
SCORING IN	75-99	25%	26%	26%
THESE %ILE	1-25	18%	19%	17%
RANGES	1-10	7%	8%	7%
% AT LEAST THIS	+1 GE	13%	14%	14%
FAR FROM GRADE LEVEL	-1 GE	7%	8%	7%
NUMBER TESTED		3997	3773	3829
MATH COMPUTATION				
% OF STUDENTS	90-99	11%	13%	14%
SCORING IN	75-99	31%	34%	37%
THESE %ILE	1-25	17%	18%	14%
RANGES	1-10	8%	9%	6%
% AT LEAST THIS	+1 GE	6%	7%	8%
FAR FROM GRADE LEVEL	-1 GE	2%	3%	2%
NUMBER TESTED		3995	3772	3841

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 1
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED GR. 1 79-80	GR. 1 80-81	GR. 1 81-82
SPELLING				
% OF STUDENTS	90-99	13%	18%	17%
SCORING IN	75-99	34%	39%	40%
THESE %ILE	1-25	16%	16%	16%
RANGES	1-10	6%	7%	6%
% AT LEAST THIS	+1 GE	30%	34%	36%
FAR FROM GRADE LEVEL	-1 GE	6%	7%	6%
NUMBER TESTED		3995	3758	3815
WORD ANALYSIS				
% OF STUDENTS	90-99	17%	19%	18%
SCORING IN	75-99	40%	40%	40%
THESE %ILE	1-25	17%	18%	17%
RANGES	1-10	5%	5%	5%
% AT LEAST THIS	+1 GE	28%	30%	29%
FAR FROM GRADE LEVEL	-1 GE	6%	6%	6%
NUMBER TESTED		4007	3783	3819

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 2
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS	
		GR.2 79-80	GR.2 80-81	GR.2 81-82	GR.1 80-81	GR.2 81-82
COMPOSITE						
% OF STUDENTS	90-99	16%	18%	18%	22%	20%
SCORING IN	75-99	34%	35%	37%	43%	40%
THESE %ILE	1-25	23%	20%	17%	10%	15%
RANGES	1-10	10%	8%	8%	3%	5%
% AT LEAST THIS	+1 GE	25%	26%	27%	28%	30%
FAR FROM GRADE LEVEL	-1 GE	12%	10%	7%	1%	6%
NUMBER TESTED		4080	3712	3579	2875	2875
READING TOTAL						
% OF STUDENTS	90-99	18%	20%	20%	24%	22%
SCORING IN	75-99	37%	38%	39%	49%	42%
THESE %ILE	1-25	25%	22%	20%	10%	18%
RANGES	1-10	14%	12%	10%	2%	8%
% AT LEAST THIS	+1 GE	24%	26%	26%	29%	28%
FAR FROM GRADE LEVEL	-1 GE	16%	13%	11%	3%	10%
NUMBER TESTED		4072	3738	3589	2875	2875
VOCABULARY						
% OF STUDENTS	90-99	14%	15%	14%	19%	15%
SCORING IN	75-99	28%	29%	29%	45%	32%
THESE %ILE	1-25	23%	20%	18%	12%	10%
RANGES	1-10	12%	11%	9%	4%	8%
% AT LEAST THIS	+1 GE	24%	24%	24%	24%	26%
FAR FROM GRADE LEVEL	-1 GE	19%	17%	15%	6%	13%
NUMBER TESTED		4083	3760	3609	2875	2875
READING COMPREHENSION						
% OF STUDENTS	90-99	11%	11%	13%	21%	14%
SCORING IN	75-99	31%	33%	35%	42%	37%
THESE %ILE	1-25	21%	18%	15%	11%	13%
RANGES	1-10	10%	8%	6%	5%	5%
% AT LEAST THIS	+1 GE	27%	28%	30%	28%	33%
FAR FROM GRADE LEVEL	-1 GE	14%	12%	9%	5%	7%
NUMBER TESTED		4076	3745	3596	2875	2875

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AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE GRADE: 2 DATE OF REPORT: JUNE, 1982		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS	
		GR.2 79-80	GR.2 80-81	GR.2 81-82	GR.1 80-81	GR.2 81-82
MATH TOTAL						
% OF STUDENTS	90-99	9%	10%	11%	14%	12%
SCORING IN	75-99	26%	27%	29%	34%	31%
THESE %ILE	1-25	24%	22%	20%	14%	19%
RANGES	1-10	9%	8%	6%	4%	6%
% AT LEAST THIS	+1 GE	11%	12%	14%	11%	15%
FAR FROM GRADE LEVEL	-1 GE	6%	5%	4%	1%	4%
NUMBER TESTED		4073	3747	3808	2875	2875
MATH CONCEPTS						
% OF STUDENTS	90-99	7%	6%	8%	10%	9%
SCORING IN	75-99	23%	22%	24%	33%	26%
THESE %ILE	1-25	25%	25%	21%	16%	19%
RANGES	1-10	12%	12%	10%	5%	9%
% AT LEAST THIS	+1 GE	14%	13%	15%	16%	16%
FAR FROM GRADE LEVEL	-1 GE	12%	12%	10%	2%	9%
NUMBER TESTED		4075	3755	3813	2875	2875
MATH PROBLEMS						
% OF STUDENTS	90-99	10%	10%	11%	10%	12%
SCORING IN	75-99	29%	29%	31%	29%	33%
THESE %ILE	1-25	28%	28%	28%	13%	26%
RANGES	1-10	8%	7%	7%	5%	6%
% AT LEAST THIS	+1 GE	15%	15%	17%	16%	19%
FAR FROM GRADE LEVEL	-1 GE	14%	13%	11%	5%	10%
NUMBER TESTED		4075	3751	3809	2875	2875
MATH COMPUTATION						
% OF STUDENTS	90-99	13%	15%	16%	16%	18%
SCORING IN	75-99	34%	37%	39%	40%	41%
THESE %ILE	1-25	20%	17%	15%	11%	14%
RANGES	1-10	10%	9%	7%	4%	6%
% AT LEAST THIS	+1 GE	7%	9%	10%	8%	11%
FAR FROM GRADE LEVEL	-1 GE	5%	4%	4%	1%	4%
NUMBER TESTED		4077	3753	3809	2875	2875

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE GRADE: 2 DATE OF REPORT: JUNE, 1982		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS	
		GR.2 79-80	GR.2 80-81	GR.2 81-82	GR.1 80-81	GR.2 81-82
SPELLING						
% OF STUDENTS	90-99	16%	15%	16%	21%	17%
SCORING IN	75-99	37%	40%	39%	45%	43%
THESE %ILE	1-25	19%	16%	14%	11%	12%
RANGES	1-10	10%	7%	6%	4%	4%
% AT LEAST THIS	+1 GE	37%	40%	39%	40%	43%
FAR FROM GRADE LEVEL	-1 GE	16%	13%	11%	4%	9%
NUMBER TESTED		4076	3744	3598	2875	2875
WORD ANALYSIS						
% OF STUDENTS	90-99	19%	20%	20%	23%	22%
SCORING IN	75-99	37%	37%	39%	46%	42%
THESE %ILE	1-25	22%	21%	19%	10%	17%
RANGES	1-10	6%	5%	5%	2%	4%
% AT LEAST THIS	+1 GE	33%	34%	35%	36%	39%
FAR FROM GRADE LEVEL	-1 GE	17%	16%	14%	2%	12%
NUMBER TESTED		4081	3755	3804	2875	2875

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 3
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.3 79-80	GR.3 80-81	GR.3 81-82	GR.2 80-81	GR.3 81-82	GR.1 79-80	GR.2 80-81	GR.3 81-82
COMPOSITE									
% OF STUDENTS	90-99	12%	12%	14%	19%	14%	19%	20%	14%
SCORING IN	75-99	30%	31%	36%	38%	37%	38%	39%	37%
THESE %ILE	1-25	23%	22%	14%	14%	13%	9%	13%	13%
RANGES	1-10	10%	8%	4%	3%	4%	2%	3%	3%
% AT LEAST THIS	+1 GE	25%	25%	29%	28%	30%	24%	29%	30%
FAR FROM GRADE LEVEL	-1 GE	15%	14%	8%	5%	8%	1%	5%	7%
NUMBER TESTED		4278	3716	3518	2838	2838	2330	2330	2330
READING TOTAL									
% OF STUDENTS	90-99	10%	10%	11%	21%	11%	22%	22%	12%
SCORING IN	75-99	28%	28%	30%	41%	31%	45%	41%	31%
THESE %ILE	1-25	23%	23%	17%	16%	16%	9%	16%	15%
RANGES	1-10	7%	8%	4%	7%	3%	2%	6%	3%
% AT LEAST THIS	+1 GE	25%	25%	27%	28%	28%	26%	28%	27%
FAR FROM GRADE LEVEL	-1 GE	19%	19%	13%	8%	11%	3%	8%	11%
NUMBER TESTED		4281	3781	3558	2838	2838	2330	2330	2330
VOCABULARY									
% OF STUDENTS	90-99	11%	11%	10%	15%	10%	16%	16%	11%
SCORING IN	75-99	33%	32%	33%	32%	34%	40%	32%	34%
THESE %ILE	1-25	20%	18%	15%	15%	13%	11%	14%	12%
RANGES	1-10	10%	10%	6%	7%	6%	3%	7%	4%
% AT LEAST THIS	+1 GE	26%	25%	28%	20%	27%	22%	26%	27%
FAR FROM GRADE LEVEL	-1 GE	20%	19%	15%	12%	13%	5%	11%	12%
NUMBER TESTED		4283	3785	3584	2838	2838	2330	2330	2330
READING COMPREHENSION									
% OF STUDENTS	90-99	9%	9%	11%	12%	12%	16%	13%	12%
SCORING IN	75-99	27%	27%	30%	35%	31%	40%	35%	31%
THESE %ILE	1-25	22%	23%	16%	12%	16%	10%	11%	15%
RANGES	1-10	11%	10%	6%	4%	6%	5%	3%	5%
% AT LEAST THIS	+1 GE	23%	24%	27%	30%	28%	25%	30%	28%
FAR FROM GRADE LEVEL	-1 GE	20%	19%	13%	7%	12%	6%	6%	12%
NUMBER TESTED		4283	3784	3569	2838	2838	2330	2330	2330

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 3
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.3 79-80	GR.3 80-81	GR.3 81-82	GR.2 80-81	GR.3 81-82	GR.1 79-80	GR.2 80-81	GR.3 81-82
MATH TOTAL									
% OF STUDENTS	90-99	12%	11%	13%	11%	13%	10%	11%	14%
SCORING IN	75-99	30%	29%	35%	30%	36%	30%	30%	35%
THESE %ILE	1-25	24%	20%	18%	18%	17%	14%	17%	17%
RANGES	1-10	9%	10%	6%	5%	5%	3%	5%	5%
% AT LEAST THIS	+1 GE	17%	17%	19%	13%	20%	8%	13%	20%
FAR FROM GRADE LEVEL	-1 GE	12%	13%	8%	3%	7%	%	3%	7%
NUMBER TESTED		4284	3789	3551	2838	2838	2330	2330	2330
MATH CONCEPTS									
% OF STUDENTS	90-99	8%	8%	9%	7%	10%	7%	7%	10%
SCORING IN	75-99	26%	25%	31%	24%	32%	27%	25%	32%
THESE %ILE	1-25	25%	26%	18%	20%	17%	17%	20%	18%
RANGES	1-10	10%	10%	6%	9%	6%	5%	9%	5%
% AT LEAST THIS	+1 GE	20%	25%	31%	15%	32%	11%	15%	32%
FAR FROM GRADE LEVEL	-1 GE	14%	13%	8%	9%	7%	2%	9%	7%
NUMBER TESTED		4274	3775	3557	2838	2838	2330	2330	2330
MATH PROBLEMS									
% OF STUDENTS	90-99	11%	11%	11%	11%	11%	9%	11%	11%
SCORING IN	75-99	29%	28%	31%	31%	32%	27%	31%	32%
THESE %ILE	1-25	22%	23%	18%	25%	17%	13%	24%	17%
RANGES	1-10	10%	11%	8%	6%	8%	[illegible]	6%	8%
% AT LEAST THIS	+1 GE	23%	22%	24%	10%	25%	14%	16%	25%
FAR FROM GRADE LEVEL	-1 GE	16%	17%	13%	11%	12%	4%	11%	12%
NUMBER TESTED		4287	3775	3558	2838	2838	2330	2330	2330
MATH COMPUTATION									
% OF STUDENTS	90-99	9%	8%	10%	17%	10%	12%	17%	[illegible]
SCORING IN	75-99	33%	32%	38%	41%	39%	38%	42%	40%
THESE %ILE	1-25	30%	33%	24%	13%	23%	10%	13%	23%
RANGES	1-10	12%	13%	8%	6%	7%	3%	6%	7%
% AT LEAST THIS	+1 GE	9%	8%	10%	9%	10%	6%	9%	10%
FAR FROM GRADE LEVEL	-1 GE	7%	8%	5%	3%	4%	1%	2%	4%
NUMBER TESTED		4287	3775	3557	2838	2838	2330	2330	2330

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 3
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.3 79-80	GR.3 80-81	GR.3 81-82	GR.2 80-81	GR.3 81-82	GR.1 79-80	GR.2 80-81	GR.3 81-82
LANGUAGE TOTAL									
% OF STUDENTS	90-99	17%	18%	20%		21%			21%
SCORING IN	75-99	37%	39%	46%		47%			48%
THESE %ILE	1-25	17%	16%	10%		10%			9%
RANGES	1-10	7%	6%	3%		3%			2%
% AT LEAST THIS	+1 GE	40%	41%	49%		50%			50%
FAR FROM GRADE LEVEL	-1 GE	13%	13%	7%		7%			6%
NUMBER TESTED		4255	3752	3540		2838			2330
SPELLING									
% OF STUDENTS	90-99	9%	11%	11%	16%	12%	15%	17%	12%
SCORING IN	75-99	30%	35%	36%	44%	38%	39%	45%	38%
THESE %ILE	1-25	18%	17%	11%	10%	10%	10%	9%	9%
RANGES	1-10	8%	6%	3%	4%	3%	4%	3%	2%
% AT LEAST THIS	+1 GE	37%	41%	44%	44%	46%	35%	45%	46%
FAR FROM GRADE LEVEL	-1 GE	14%	13%	8%	8%	7%	4%	7%	6%
NUMBER TESTED		4278	3776	3558	2838	2838	2330	2330	2330
CAPITALIZATION									
% OF STUDENTS	90-99	12%	12%	14%		15%			15%
SCORING IN	75-99	35%	36%	44%		45%			46%
THESE %ILE	1-25	21%	19%	12%		11%			11%
RANGES	1-10	10%	8%	5%		5%			5%
% AT LEAST THIS	+1 GE	35%	36%	44%		45%			46%
FAR FROM GRADE LEVEL	-1 GE	17%	15%	10%		9%			8%
NUMBER TESTED		4273	3778	3554		2838			2330
PUNCTUATION									
% OF STUDENTS	90-99	26%	26%	31%		32%			32%
SCORING IN	75-99	47%	49%	57%		57%			58%
THESE %ILE	1-25	15%	14%	10%		9%			9%
RANGES	1-10	8%	7%	4%		4%			4%
% AT LEAST THIS	+1 GE	53%	54%	62%		63%			63%
FAR FROM GRADE LEVEL	-1 GE	15%	14%	10%		9%			9%
NUMBER TESTED		4274	3774	3559		2838			2330
USAGE									
% OF STUDENTS	90-99	8%	8%	9%		9%			10%
SCORING IN	75-99	29%	29%	33%		33%			32%
THESE %ILE	1-25	19%	20%	14%		13%			13%
RANGES	1-10	11%	11%	7%		7%			7%
% AT LEAST THIS	+1 GE	41%	40%	45%		46%			46%
FAR FROM GRADE LEVEL	-1 GE	23%	24%	17%		16%			16%
NUMBER TESTED		4277	3771	3559		2838			2330

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 3
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.3 79-80	GR.3 80-81	GR.3 81-82	GR.2 80-81	GR.3 81-82	GR.1 79-80	GR.2 80-81	GR.3 81-82
WORK-STUDY SKILLS TOTAL									
% OF STUDENTS	90-99	13%	13%	15%		16%			16%
SCORING IN	75-99	31%	30%	35%		36%			36%
THESE %ILE	1-25	22%	23%	15%		14%			14%
RANGES	1-10	10%	9%	6%		5%			5%
% AT LEAST THIS	+1 GE	25%	24%	29%		30%			30%
FAR FROM GRADE LEVEL	-1 GE	18%	18%	12%		11%			10%
NUMBER TESTED		4267	3767	3555		2838			2330
VISUAL MATERIALS									
% OF STUDENTS	90-99	13%	12%	15%		16%			16%
SCORING IN	75-99	31%	30%	37%		37%			37%
THESE %ILE	1-25	19%	19%	14%		13%			12%
RANGES	1-10	7%	6%	4%		4%			4%
% AT LEAST THIS	+1 GE	26%	25%	31%		31%			31%
FAR FROM GRADE LEVEL	-1 GE	19%	19%	14%		13%			12%
NUMBER TESTED		4270	3774	3558		2838			2330
REFERENCE MATERIALS									
% OF STUDENTS	90-99	13%	13%	14%		14%			14%
SCORING IN	75-99	32%	31%	38%		39%			39%
THESE %ILE	1-25	22%	23%	16%		16%			16%
RANGES	1-10	10%	10%	7%		6%			6%
% AT LEAST THIS	+1 GE	25%	24%	28%		29%			29%
FAR FROM GRADE LEVEL	-1 GE	18%	20%	14%		13%			13%
NUMBER TESTED		4270	3769	3555		2838			2330

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 4
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.4 79-80	GR.4 80-81	GR.4 81-82	GR.3 80-81	GR.4 81-82	GR.2 79-80	GR.3 80-81	GR.4 81-82
COMPOSITE									
% OF STUDENTS	90-99	19%	16%	14%	13%	15%	17%	13%	16%
SCORING IN	75-99	35%	32%	30%	32%	31%	36%	33%	32%
THESE %ILE	1-25	22%	21%	20%	19%	19%	17%	18%	18%
RANGES	1-10	11%	10%	8%	6%	7%	6%	6%	7%
% AT LEAST THIS	+1 GE	32%	29%	27%	26%	29%	26%	27%	30%
FAR FROM GRADE LEVEL	-1 GE	20%	19%	18%	11%	17%	7%	11%	16%
NUMBER TESTED		4028	3958	3628	2910	2910	2486	2486	2486
READING TOTAL									
% OF STUDENTS	90-99	17%	15%	13%	10%	13%	19%	10%	14%
SCORING IN	75-[illegible]	34%	30%	27%	29%	29%	38%	29%	29%
THESE %ILE	1-[illegible]	27%	27%	27%	20%	26%	20%	20%	25%
RANGES	1-10	10%	11%	10%	6%	9%	9%	6%	9%
% AT LEAST THIS	+1 GE	34%	30%	27%	26%	29%	25%	26%	29%
FAR FROM GRADE LEVEL	-1 GE	[illegible]	23%	22%	15%	21%	11%	15%	21%
NUMBER TESTED		[illegible]	4005	3681	2910	2910	2486	2486	2486
VOCABULARY									
% OF STUDENTS	90-99	[illegible]	15%	13%	11%	14%	14%	12%	15%
SCORING IN	75-99	36%	31%	29%	33%	30%	30%	34%	31%
THESE %ILE	1-25	20%	20%	20%	17%	19%	18%	16%	18%
RANGES	1-10	8%	8%	7%	7%	6%	9%	7%	7%
% AT LEAST THIS	+1 GE	35%	31%	29%	26%	30%	25%	26%	31%
FAR FROM GRADE LEVEL	-1 GE	21%	20%	21%	17%	20%	15%	18%	19%
NUMBER TESTED		4030	4006	3684	2910	2910	2486	2486	2486
READING COMPREHENSION									
% OF STUDENTS	90-99	15%	13%	12%	10%	13%	11%	10%	13%
SCORING IN	75-99	32%	27%	25%	28%	27%	33%	28%	27%
THESE %ILE	1-25	26%	26%	25%	20%	23%	18%	20%	23%
RANGES	1-10	12%	12%	11%	8%	10%	6%	8%	10%
% AT LEAST THIS	+1 GE	33%	30%	27%	25%	29%	28%	25%	28%
FAR FROM GRADE LEVEL	-1 GE	26%	26%	25%	16%	23%	10%	16%	23%
NUMBER TESTED		4029	4005	3688	2910	2910	2486	2486	2486

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 4
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.4 79-80	GR.4 80-81	GR.4 81-82	GR.3 80-81	GR.4 81-82	GR.2 79-80	GR.3 80-81	GR.4 81-82
MATH TOTAL									
% OF STUDENTS	90-99	17%	14%	14%	12%	15%	10%	12%	16%
SCORING IN	75-99	32%	27%	25%	3[illegible]%	27%	28%	32%	28%
THESE %ILE	1-25	24%	25%	25%	22%	24%	19%	21%	23%
RANGES	1-10	11%	12%	12%	8%	11%	6%	7%	10%
% AT LEAST THIS	+1 GE	26%	22%	20%	17%	22%	12%	18%	23%
FAR FROM GRADE LEVEL	-1 GE	17%	18%	18%	10%	17%	4%	10%	17%
NUMBER TESTED		4024	3991	3662	2910	2910	2486	2486	2486
MATH CONCEPTS									
% OF STUDENTS	90-99	14%	12%	11%	8%	12%	7%	9%	12%
SCORING IN	75-99	29%	27%	27%	26%	26%	24%	26%	29%
THESE %ILE	1-25	20%	22%	22%	23%	20%	22%	22%	20%
RANGES	1-10	10%	13%	12%	8%	11%	9%	8%	11%
% AT LEAST THIS	+1 GE	29%	27%	27%	26%	28%	15%	26%	29%
FAR FROM GRADE LEVEL	-1 GE	17%	19%	18%	10%	16%	9%	10%	16%
NUMBER TESTED		4025	3996	3668	2910	2910	2486	2486	2486
MATH PROBLEMS									
% OF STUDENTS	90-99	19%	15%	14%	12%	16%	11%	12%	17%
SCORING IN	75-99	32%	26%	24%	29%	26%	31%	30%	27%
THESE %ILE	1-25	25%	25%	27%	21%	25%	25%	20%	25%
RANGES	1-10	12%	12%	12%	9%	11%	7%	9%	10%
% AT LEAST THIS	+1 GE	31%	26%	24%	24%	26%	16%	25%	26%
FAR FROM GRADE LEVEL	-1 GE	21%	21%	22%	15%	21%	1[illegible]%	14%	20%
NUMBER TESTED		4024	3994	3669	2910	2910	2486	2486	2486
MATH COMPUTATION									
% OF STUDENTS	90-99	18%	14%	14%	9%	15%	14%	9%	16%
SCORING IN	75-99	36%	32%	31%	34%	34%	36%	35%	34%
THESE %ILE	1-25	28%	29%	29%	30%	27%	15%	29%	26%
RANGES	1-10	13%	14%	14%	11%	13%	6%	11%	12%
% AT LEAST THIS	+1 GE	21%	17%	18%	9%	19%	8%	9%	20%
FAR FROM GRADE LEVEL	-1 GE	15%	16%	16%	7%	15%	3%	7%	14%
NUMBER TESTED		4025	3995	3667	2910	2910	2486	2486	2486

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 4
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.4 79-80	GR.4 80-81	GR.4 81-82	GR.3 80-81	GR.4 81-82	GR.2 79-80	GR.3 80-81	GR.4 81-82
LANGUAGE TOTAL									
% OF STUDENTS	90-99	19%	17%	15%	19%	17%		20%	18%
SCORING IN	75-99	38%	35%	33%	41%	38%		42%	37%
THESE %ILE	1-25	[illegible]	14%	13%	13%	12%		12%	11%
RANGES	1-10	9%	7%	5%	4%	5%		4%	4%
% AT LEAST THIS	+1 GE	39%	40%	38%	43%	41%		45%	42%
FAR FROM GRADE LEVEL	-1 GE	19%	14%	13%	8%	12%		8%	11%
NUMBER TESTED		4010	3982	3852	2910	2910		2488	2488
SPELLING									
% OF STUDENTS	90-99	16%	12%	11%	11%	12%	17%	12%	12%
SCORING IN	75-99	36%	34%	32%	37%	34%	40%	38%	35%
THESE %ILE	1-25	19%	18%	17%	13%	16%	14%	12%	15%
RANGES	1-10	6%	5%	4%	4%	4%	7%	3%	4%
% AT LEAST THIS	+1 GE	41%	40%	38%	44%	40%	40%	45%	41%
FAR FROM GRADE LEVEL	-1 GE	19%	18%	17%	10%	16%	11%	9%	15%
NUMBER TESTED		4027	4003	3887	2910	2910	2488	2488	2488
CAPITALIZATION									
% OF STUDENTS	90-99	12%	13%	11%	13%	12%		14%	13%
SCORING IN	75-99	28%	30%	29%	39%	30%		40%	31%
THESE %ILE	1-25	24%	19%	19%	15%	17%		15%	18%
RANGES	1-10	10%	8%	7%	6%	6%		7%	6%
% AT LEAST THIS	+1 GE	34%	37%	36%	39%	33%		40%	39%
FAR FROM GRADE LEVEL	-1 GE	24%	19%	19%	12%	17%		12%	18%
NUMBER TESTED		4024	4003	3887	2910	2910		2488	2488
PUNCTUATION									
% OF STUDENTS	90-99	23%	24%	22%	27%	25%		28%	26%
SCORING IN	75-99	41%	44%	43%	52%	46%		53%	48%
THESE %ILE	1-25	14%	11%	9%	11%	8%		10%	8%
RANGES	1-10	7%	5%	4%	5%	4%		5%	4%
% AT LEAST THIS	+1 GE	45%	50%	50%	57%	53%		58%	54%
FAR FROM GRADE LEVEL	-1 GE	17%	12%	11%	11%	10%		10%	9%
NUMBER TESTED		4020	3998	3884	2910	2910		2488	2488
USAGE									
% OF STUDENTS	90-99	20%	15%	14%	5%	16%		8%	16%
SCORING IN	75-99	36%	34%	32%	31%	34%		32%	35%
THESE %ILE	1-25	18%	18%	16%	17%	15%		17%	14%
RANGES	1-10	9%	9%	8%	9%	7%		9%	7%
% AT LEAST THIS	+1 GE	42%	40%	38%	42%	40%		43%	41%
FAR FROM GRADE LEVEL	-1 GE	26%	25%	22%	21%	21%		21%	20%
NUMBER TESTED		4021	3994	3885	2910	2910		2488	2488

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 4
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.4 79-80	GR.4 80-81	GR.4 81-82	GR.3 80-81	GR.4 81-82	GR.2 79-80	GR.3 80-81	GR.4 81-82
WORK-STUDY SKILLS TOTAL									
% OF STUDENTS	90-99	16%	15%	14%	14%	16%		14%	16%
SCORING IN	75-99	[illegible]	33%	31%	31%	32%		32%	33%
THESE %ILE	1-25	[illegible]	22%	19%	19%	18%		19%	18%
RANGES	1-10	9%	8%	7%	7%	6%		7%	7%
% AT LEAST THIS	+1 GE	33%	31%	29%	25%	30%		26%	31%
FAR FROM GRADE LEVEL	-1 GE	21%	22%	19%	15%	18%		14%	15%
NUMBER TESTED		4011	3993	3862	2910	2910		2486	2486
VISUAL MATERIALS									
% OF STUDENTS	90-99	17%	15%	14%	12%	16%		13%	16%
SCORING IN	75-99	32%	31%	29%	31%	30%		32%	30%
THESE %ILE	1-25	22%	22%	20%	16%	19%		16%	18%
RANGES	1-10	8%	7%	6%	5%	6%		5%	6%
% AT LEAST THIS	+1 GE	32%	31%	29%	26%	30%		27%	30%
FAR FROM GRADE LEVEL	-1 GE	22%	23%	21%	16%	20%		16%	18%
NUMBER TESTED		4020	3997	3865	2910	2910		2486	2486
REFERENCE MATERIALS									
% OF STUDENTS	90-99	17%	14%	13%	13%	15%		14%	15%
SCORING IN	75-99	33%	31%	30%	33%	31%		34%	32%
THESE %ILE	1-25	23%	23%	22%	20%	21%		20%	20%
RANGES	1-10	9%	10%	8%	8%	8%		8%	8%
% AT LEAST THIS	+1 GE	32%	31%	30%	25%	31%		26%	32%
FAR FROM GRADE LEVEL	-1 GE	21%	22%	20%	17%	19%		16%	18%
NUMBER TESTED		4012	3993	3854	2910	2910		2486	2486

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE GRADE: 5 DATE OF REPORT: JUNE, 1982		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.5 79-80	GR.5 80-81	GR.5 81-82	GR.4 80-81	GR.5 81-82	GR.3 79-80	GR.4 80-81	GR.5 81-82
COMPOSITE									
% OF STUDENTS	90-99	17%	20%	17%	16%	18%	13%	17%	18%
SCORING IN	75-99	31%	35%	32%	33%	34%	32%	33%	34%
THESE %ILE	1-25	21%	20%	18%	18%	17%	19%	17%	17%
RANGES	1-10	11%	10%	8%	8%	7%	5%	8%	7%
% AT LEAST THIS	+1 GE	33%	37%	35%	30%	36%	27%	31%	36%
FAR FROM GRADE LEVEL	-1 GE	21%	20%	18%	13%	17%	11%	16%	17%
NUMBER TESTED		3724	3779	3817	3215	3215	2820	2820	2820
READING TOTAL									
% OF STUDENTS	90-99	15%	18%	15%	15%	17%	10%	16%	18%
SCORING IN	75-99	31%	35%	31%	32%	33%	29%	32%	33%
THESE %ILE	1-25	25%	25%	24%	24%	23%	20%	24%	23%
RANGES	1-10	11%	11%	9%	9%	9%	5%	9%	8%
% AT LEAST THIS	+1 GE	33%	37%	34%	32%	35%	28%	32%	35%
FAR FROM GRADE LEVEL	-1 GE	24%	23%	22%	20%	21%	16%	19%	21%
NUMBER TESTED		3725	3808	3856	3215	3215	2820	2820	2820
VOCABULARY									
% OF STUDENTS	90-99	16%	18%	16%	15%	17%	12%	10%	18%
SCORING IN	75-99	31%	33%	30%	32%	31%	34%	33%	32%
THESE %ILE	1-25	20%	19%	17%	17%	16%	16%	16%	16%
RANGES	1-10	9%	8%	7%	6%	6%	7%	6%	6%
% AT LEAST THIS	+1 GE	34%	37%	34%	32%	35%	28%	32%	36%
FAR FROM GRADE LEVEL	-1 GE	22%	22%	20%	17%	19%	16%	17%	19%
NUMBER TESTED		3726	3809	3863	3215	3215	2820	2820	2820
READING COMPREHENSION									
% OF STUDENTS	90-99	15%	18%	15%	14%	16%	10%	14%	16%
SCORING IN	75-99	29%	33%	23%	29%	31%	28%	29%	31%
THESE %ILE	1-25	24%	23%	24%	24%	23%	19%	23%	23%
RANGES	1-10	11%	11%	9%	10%	9%	8%	10%	9%
% AT LEAST THIS	+1 GE	33%	37%	34%	31%	35%	24%	32%	35%
FAR FROM GRADE LEVEL	-1 GE	26%	25%	25%	24%	24%	16%	23%	24%
NUMBER TESTED		3725	3809	3866	3215	3215	2820	2820	2820

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 5
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.5 79-80	GR.5 80-81	GR.5 81-82	GR.4 80-81	GR.5 81-82	GR.3 79-80	GR.4 80-81	GR.5 81-82
MATH TOTAL									
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99	16%	17%	13%	14%	16%	13%	15%	17%
	75-99	30%	32%	31%	28%	32%	31%	29%	32%
	1-25	21%	21%	18%	22%	18%	20%	22%	18%
	1-10	10%	11%	9%	10%	9%	8%	9%	9%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE	28%	30%	28%	23%	30%	18%	24%	30%
	-1 GE	19%	19%	17%	16%	16%	8%	15%	16%
NUMBER TESTED		3718	3797	3852	3215	3215	2820	2820	2820
MATH CONCEPTS									
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99	14%	17%	14%	12%	15%	8%	13%	16%
	75-99	30%	33%	32%	28%	33%	27%	29%	33%
	1-25	22%	21%	19%	20%	18%	21%	20%	18%
	1-10	9%	9%	8%	10%	7%	7%	10%	7%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE	30%	33%	32%	28%	33%	27%	29%	33%
	-1 GE	22%	21%	19%	16%	18%	10%	16%	18%
NUMBER TESTED		3720	3798	3856	3215	3215	2820	2820	2820
MATH PROBLEMS									
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99	15%	17%	18%	16%	16%	12%	18%	16%
	75-99	29%	31%	29%	27%	30%	30%	26%	30%
	1-25	23%	25%	23%	23%	22%	18%	23%	22%
	1-10	10%	9%	8%	10%	7%	8%	9%	7%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE	29%	31%	29%	27%	30%	24%	27%	30%
	-1 GE	[illegible]	25%	23%	19%	22%	12%	19%	22%
NUMBER TESTED		3718	3797	3855	3215	3215	2820	2820	2820
MATH COMPUTATION									
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99	21%	23%	23%	19%	24%	10%	15%	24%
	75-99	33%	34%	34%	34%	36%	34%	34%	36%
	1-25	25%	25%	23%	27%	23%	26%	26%	23%
	1-10	9%	10%	8%	12%	8%	9%	12%	8%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE	29%	30%	30%	18%	31%	10%	18%	31%
	-1 GE	16%	17%	14%	13%	14%	5%	13%	14%
NUMBER TESTED		3718	3801	3858	3215	3215	2820	2820	2820

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 5
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.5 79-80	GR.5 80-81	GR.5 81-82	GR.4 80-81	GR.5 81-82	GR.3 79-80	GR.4 80-81	GR.5 81-82
LANGUAGE TOTAL									
% OF STUDENTS	90-99	17%	21%	19%	18%	21%	18%	19%	21%
SCORING IN	75-99	35%	40%	38%	38%	40%	39%	37%	41%
THESE %ILE	1-25	18%	16%	13%	12%	12%	13%	12%	11%
RANGES	1-10	8%	7%	5%	5%	4%	4%	5%	4%
% AT LEAST THIS	+1 GE	40%	46%	45%	41%	47%	42%	42%	47%
FAR FROM GRADE LEVEL	-1 GE	21%	18%	16%	12%	14%	9%	12%	14%
NUMBER TESTED		3711	3794	3849	3215	3215	2820	2820	2820
SPELLING									
% OF STUDENTS	90-99	10%	12%	11%	12%	12%	10%	13%	12%
SCORING IN	75-99	31%	35%	32%	36%	34%	32%	37%	34%
THESE %ILE	1-25	19%	18%	16%	15%	16%	14%	15%	15%
RANGES	1-10	9%	7%	6%	4%	5%	4%	4%	4%
% AT LEAST THIS	+1 GE	36%	40%	37%	42%	39%	40%	43%	40%
FAR FROM GRADE LEVEL	-1 GE	23%	22%	21%	15%	19%	10%	15%	18%
NUMBER TESTED		3724	3809	3887	3215	3215	2820	2820	2820
CAPITALIZATION									
% OF STUDENTS	90-99	12%	16%	16%	14%	17%	12%	14%	18%
SCORING IN	75-99	27%	33%	33%	32%	34%	38%	32%	35%
THESE %ILE	1-25	28%	24%	20%	17%	18%	17%	16%	17%
RANGES	1-10	11%	9%	7%	6%	8%	8%	6%	6%
% AT LEAST THIS	+1 GE	37%	42%	44%	39%	46%	38%	39%	46%
FAR FROM GRADE LEVEL	-1 GE	29%	25%	21%	17%	19%	13%	16%	19%
NUMBER TESTED		3723	3807	3887	3215	3215	2820	2820	2820
PUNCTUATION									
% OF STUDENTS	90-99	22%	28%	28%	25%	30%	28%	26%	30%
SCORING IN	75-99	40%	46%	47%	46%	49%	50%	46%	49%
THESE %ILE	1-25	15%	12%	10%	9%	8%	12%	9%	8%
RANGES	1-10	6%	5%	3%	4%	3%	6%	3%	3%
% AT LEAST THIS	+1 GE	49%	56%	57%	52%	60%	56%	53%	60%
FAR FROM GRADE LEVEL	-1 GE	18%	16%	13%	10%	11%	12%	10%	11%
NUMBER TESTED		3722	3807	3884	3215	3215	2820	2820	2820
USAGE									
% OF STUDENTS	90-99	16%	17%	15%	16%	17%	8%	17%	17%
SCORING IN	75-99	32%	34%	31%	33%	33%	30%	35%	34%
THESE %ILE	1-25	19%	16%	15%	15%	14%	16%	15%	15%
RANGES	1-10	7%	7%	6%	7%	5%	8%	7%	5%
% AT LEAST THIS	+1 GE	43%	45%	44%	41%	45%	42%	42%	46%
FAR FROM GRADE LEVEL	-1 GE	25%	23%	21%	22%	20%	19%	22%	20%
NUMBER TESTED		3719	3806	3884	3215	3215	2820	2820	2820

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 5
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.5 79-80	GR.5 80-81	GR.5 81-82	GR.4 80-81	GR.5 81-82	GR.3 79-80	GR.4 80-81	GR.5 81-82
WORK-STUDY SKILLS TOTAL									
% OF STUDENTS	90-99	15%	18%	17%	16%	18%	15%	16%	19%
SCORING IN	75-99	33%	38%	37%	35%	38%	33%	36%	39%
THESE %ILE	1-25	19%	19%	17%	19%	16%	18%	18%	16%
RANGES	1-10	9%	10%	8%	7%	7%	7%	7%	7%
% AT LEAST THIS	+1 GE	33%	38%	37%	33%	38%	27%	33%	39%
FAR FROM GRADE LEVEL	-1 GE	21%	20%	19%	19%	17%	14%	18%	18%
NUMBER TESTED		3718	3806	3882	3215	3215	2820	2820	2820
VISUAL MATERIALS									
% OF STUDENTS	90-99	13%	17%	18%	16%	18%	14%	17%	18%
SCORING IN	75-99	31%	36%	35%	32%	36%	33%	33%	37%
THESE %ILE	1-25	20%	19%	17%	19%	16%	16%	19%	16%
RANGES	1-10	9%	8%	6%	6%	6%	5%	6%	6%
% AT LEAST THIS	+1 GE	31%	37%	35%	32%	36%	28%	33%	37%
FAR FROM GRADE LEVEL	-1 GE	24%	23%	21%	20%	20%	16%	20%	20%
NUMBER TESTED		3718	3806	3866	3215	3215	2820	2820	2820
REFERENCE MATERIALS									
% OF STUDENTS	90-99	17%	19%	17%	15%	18%	14%	15%	18%
SCORING IN	75-99	34%	38%	36%	32%	38%	34%	33%	39%
THESE %ILE	1-25	19%	20%	18%	21%	17%	18%	20%	17%
RANGES	1-10	8%	9%	7%	8%	7%	7%	8%	7%
% AT LEAST THIS	+1 GE	35%	39%	37%	32%	39%	26%	33%	39%
FAR FROM GRADE LEVEL	-1 GE	19%	20%	18%	19%	17%	15%	19%	17%
NUMBER TESTED		3718	3807	3882	3215	3215	2820	2820	2820

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE GRADE: 6 DATE OF REPORT: JUNE, 1982		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.6 79-80	GR.6 80-81	GR.6 81-82	GR.5 80-81	GR.6 81-82	GR.4 79-80	GR.5 80-81	GR.6 81-82
COMPOSITE									
% OF STUDENTS	90-99	15%	18%	19%	21%	20%	20%	22%	21%
SCORING IN	75-99	30%	33%	35%	36%	38%	36%	37%	38%
THESE %ILE	1-25	24%	20%	16%	18%	15%	18%	18%	15%
RANGES	1-10	12%	9%	8%	8%	5%	8%	8%	5%
% AT LEAST THIS	+1 GE	32%	35%	38%	38%	40%	34%	39%	41%
FAR FROM GRADE LEVEL	-1 GE	27%	23%	20%	18%	19%	16%	18%	18%
NUMBER TESTED		3489	3529	3712	3144	3144	2778	2778	2778
READING TOTAL									
% OF STUDENTS	90-99	14%	17%	17%	19%	19%	18%	20%	19%
SCORING IN	75-99	29%	32%	34%	37%	38%	35%	37%	38%
THESE %ILE	1-25	27%	24%	21%	22%	20%	24%	22%	20%
RANGES	1-10	13%	10%	7%	9%	7%	8%	9%	7%
% AT LEAST THIS	+1 GE	32%	36%	38%	39%	40%	35%	39%	41%
FAR FROM GRADE LEVEL	-1 GE	29%	25%	23%	21%	22%	20%	20%	21%
NUMBER TESTED		3490	3557	3750	3144	3144	2778	2778	2778
VOCABULARY									
% OF STUDENTS	90-99	14%	16%	15%	18%	17%	19%	20%	17%
SCORING IN	75-99	28%	30%	31%	35%	33%	37%	35%	34%
THESE %ILE	1-25	24%	21%	19%	17%	18%	16%	16%	18%
RANGES	1-10	11%	9%	6%	6%	8%	6%	6%	5%
% AT LEAST THIS	+1 GE	32%	35%	36%	38%	36%	38%	39%	38%
FAR FROM GRADE LEVEL	-1 GE	30%	26%	24%	20%	23%	18%	19%	23%
NUMBER TESTED		3491	3557	3750	3144	3144	2778	2778	2778
READING COMPREHENSION									
% OF STUDENTS	90-99	12%	16%	17%	19%	19%	16%	20%	20%
SCORING IN	75-99	27%	31%	34%	34%	36%	34%	35%	37%
THESE %ILE	1-25	26%	22%	20%	21%	19%	23%	20%	18%
RANGES	1-10	11%	9%	7%	9%	7%	10%	9%	6%
% AT LEAST THIS	+1 GE	32%	36%	38%	39%	41%	35%	39%	41%
FAR FROM GRADE LEVEL	-1 GE	30%	27%	25%	22%	24%	23%	22%	23%
NUMBER TESTED		3490	3558	3756	3144	3144	2778	2778	2778

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 6
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.6 79-80	GR.6 80-81	GR.6 81-82	GR.5 80-81	GR.6 81-82	GR.4 79-80	GR.5 80-81	GR.6 81-82
MATH TOTAL									
% OF STUDENTS	90-99	17%	18%	19%	18%	20%	18%	19%	21%
SCORING IN	75-99	31%	31%	33%	34%	35%	34%	35%	38%
THESE %ILE	1-25	23%	23%	21%	19%	20%	21%	19%	19%
RANGES	1-10	12%	11%	9%	9%	8%	8%	10%	8%
% AT LEAST THIS	+1 GE	31%	31%	33%	31%	35%	28%	32%	[illegible]
FAR FROM GRADE LEVEL	-1 GE	23%	23%	21%	17%	20%	14%	17%	19%
NUMBER TESTED		3479	3557	3744	3144	3144	2776	2776	2776
MATH CONCEPTS									
% OF STUDENTS	90-99	17%	17%	17%	17%	18%	15%	18%	19%
SCORING IN	75-99	30%	32%	33%	35%	35%	30%	36%	36%
THESE %ILE	1-25	25%	25%	22%	20%	21%	17%	19%	21%
RANGES	1-10	12%	10%	8%	8%	7%	8%	8%	7%
% AT LEAST THIS	+1 GE	37%	39%	39%	35%	41%	30%	36%	41%
FAR FROM GRADE LEVEL	-1 GE	25%	25%	22%	20%	21%	14%	19%	21%
NUMBER TESTED		3479	3560	3747	3144	3144	2776	2776	2776
MATH PROBLEMS									
% OF STUDENTS	90-99	13%	15%	15%	18%	17%	21%	18%	17%
SCORING IN	75-99	27%	27%	28%	33%	30%	34%	34%	31%
THESE %ILE	1-25	24%	23%	22%	23%	21%	22%	22%	21%
RANGES	1-10	11%	9%	9%	8%	9%	9%	8%	9%
% AT LEAST THIS	+1 GE	30%	30%	31%	33%	33%	32%	34%	34%
FAR FROM GRADE LEVEL	-1 GE	28%	27%	26%	23%	24%	18%	22%	24%
NUMBER TESTED		3481	3560	3747	3144	3144	2776	2776	2776
MATH COMPUTATION									
% OF STUDENTS	90-99	22%	22%	23%	24%	26%	19%	25%	26%
SCORING IN	75-99	34%	35%	36%	36%	38%	39%	38%	40%
THESE %ILE	1-25	22%	22%	20%	23%	19%	24%	23%	18%
RANGES	1-10	9%	7%	7%	9%	6%	11%	9%	6%
% AT LEAST THIS	+1 GE	32%	32%	32%	32%	39%	22%	33%	38%
FAR FROM GRADE LEVEL	-1 GE	20%	19%	17%	15%	16%	13%	15%	15%
NUMBER TESTED		3482	3560	3747	3144	3144	2776	2776	2776

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 6
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.6 79-80	GR.6 80-81	GR.6 81-82	GR.5 80-81	GR.6 81-82	GR.4 79-80	GR.5 80-81	GR.6 81-82
LANGUAGE TOTAL									
% OF STUDENTS	90-99	14%	19%	20%	22%	22%	20%	23%	23%
SCORING IN	75-99	30%	35%	38%	41%	40%	37%	42%	41%
THESE %ILE	1-25	21%	17%	13%	14%	12%	16%	13%	11%
RANGES	1-10	9%	7%	4%	5%	4%	6%	5%	3%
% AT LEAST THIS	+1 GE	36%	43%	47%	47%	49%	41%	49%	50%
FAR FROM GRADE LEVEL	-1 GE	27%	22%	18%	16%	17%	16%	15%	16%
NUMBER TESTED		3470	3540	3740	3144	3144	2775	2776	2776
SPELLING									
% OF STUDENTS	90-99	9%	11%	12%	13%	14%	16%	13%	14%
SCORING IN	75-99	28%	32%	33%	37%	35%	38%	38%	36%
THESE %ILE	1-25	20%	17%	16%	15%	14%	16%	14%	13%
RANGES	1-10	9%	5%	5%	5%	4%	4%	5%	4%
% AT LEAST THIS	+1 GE	35%	41%	41%	42%	44%	43%	43%	45%
FAR FROM GRADE LEVEL	-1 GE	27%	23%	21%	19%	18%	16%	19%	18%
NUMBER TESTED		3491	3553	37[illegible]	3144	3144	2776	2776	2776
CAPITALIZATION									
% OF STUDENTS	90-99	10%	14%	16%	16%	17%	12%	17%	18%
SCORING IN	75-99	24%	31%	34%	34%	37%	29%	35%	37%
THESE %ILE	1-25	28%	23%	19%	21%	17%	20%	21%	17%
RANGES	1-10	13%	10%	7%	8%	6%	8%	7%	6%
% AT LEAST THIS	+1 GE	33%	40%	45%	43%	47%	38%	44%	48%
FAR FROM GRADE LEVEL	-1 GE	34%	29%	24%	23%	23%	20%	22%	22%
NUMBER TESTED		3496	3554	3755	3144	3144	2776	2776	2776
PUNCTUATION									
% OF STUDENTS	90-99	18%	24%	26%	30%	28%	24%	31%	29%
SCORING IN	75-99	34%	39%	42%	48%	45%	43%	49%	46%
THESE %ILE	1-25	17%	13%	10%	10%	8%	12%	10%	8%
RANGES	1-10	6%	5%	3%	4%	3%	6%	3%	3%
% AT LEAST THIS	+1 GE	43%	50%	54%	58%	56%	47%	59%	57%
FAR FROM GRADE LEVEL	-1 GE	22%	18%	13%	14%	12%	18%	13%	12%
NUMBER TESTED		3488	3558	3763	3144	3144	2776	2776	2776
USAGE									
% OF STUDENTS	90-99	14%	15%	15%	18%	17%	21%	18%	17%
SCORING IN	75-99	29%	31%	33%	35%	35%	37%	38%	38%
THESE %ILE	1-25	21%	18%	14%	15%	13%	16%	15%	12%
RANGES	1-10	9%	7%	4%	6%	4%	7%	6%	4%
% AT LEAST THIS	+1 GE	43%	47%	50%	47%	51%	43%	48%	52%
FAR FROM GRADE LEVEL	-1 GE	31%	27%	23%	21%	21%	23%	20%	21%
NUMBER TESTED		3485	3559	3755	3144	3144	2776	2776	2776

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE GRADE: 6 DATE OF REPORT: JUNE, 1982		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.6 79-80	GR.6 80-81	GR.6 81-82	GR.5 80-81	GR.6 81-82	GR.4 79-80	GR.5 80-81	GR.6 81-82
WORK-STUDY SKILLS TOTAL									
% OF STUDENTS	90-99	13%	17%	19%	19%	21%	19%	20%	22%
SCORING IN	75-99	27%	31%	33%	40%	36%	36%	40%	37%
THESE %ILE	1-25	25%	22%	18%	17%	18%	18%	17%	16%
RANGES	1-10	12%	10%	6%	8%	6%	6%	8%	5%
% AT LEAST THIS	+1 GE	31%	34%	38%	40%	40%	34%	40%	41%
FAR FROM GRADE LEVEL	-1 GE	29%	25%	21%	18%	20%	18%	18%	19%
NUMBER TESTED		3463	3558	3752	3144	[illegible]	2776	2776	2776
VISUAL MATERIALS									
% OF STUDENTS	90-99	12%	16%	17%	17%	19%	19%	18%	19%
SCORING IN	75-99	25%	20%	32%	38%	34%	33%	38%	35%
THESE %ILE	1-25	30%	27%	22%	17%	20%	19%	17%	20%
RANGES	1-10	12%	11%	7%	7%	6%	7%	6%	6%
% AT LEAST THIS	+1 GE	31%	35%	39%	38%	41%	33%	38%	42%
FAR FROM GRADE LEVEL	-1 GE	35%	31%	26%	21%	24%	20%	21%	24%
NUMBER TESTED		3485	3559	3756	3144	[illegible]	2776	2776	2776
REFERENCE MATERIALS									
% OF STUDENTS	90-99	15%	17%	18%	20%	20%	18%	21%	20%
SCORING IN	75-99	29%	31%	33%	40%	35%	33%	41%	36%
THESE %ILE	1-25	21%	17%	15%	18%	14%	19%	18%	13%
RANGES	1-10	8%	6%	4%	7%	4%	6%	7%	3%
% AT LEAST THIS	+1 GE	35%	38%	40%	41%	42%	33%	42%	44%
FAR FROM GRADE LEVEL	-1 GE	27%	24%	21%	18%	19%	17%	18%	18%
NUMBER TESTED		3485	3559	3753	3144	3144	2776	2776	2776

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 7
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.7 79-80	GR.7 80-81	GR.7 81-82	GR.6 80-81	GR.7 81-82	GR.5 79-80	GR.6 80-81	GR.7 81-82
COMPOSITE									
% OF STUDENTS	90-99	12%	15%	17%	18%	17%	17%	19%	18%
SCORING IN	75-99	29%	32%	34%	33%	35%	30%	34%	36%
THESE %ILE	1-25	30%	22%	20%	21%	19%	22%	20%	18%
RANGES	1-10	14%	8%	7%	10%	7%	10%	9%	8%
% AT LEAST THIS	+1 GE	31%	33%	36%	34%	36%	32%	36%	37%
FAR FROM GRADE LEVEL	-1 GE	34%	28%	24%	24%	23%	22%	23%	22%
NUMBER TESTED		3895	3848	3762	3140	3140	2808	[illegible]	2808
READING TOTAL									
% OF STUDENTS	90-99	11%	13%	14%	17%	15%	15%	18%	15%
SCORING IN	75-99	28%	30%	31%	32%	32%	30%	33%	33%
THESE %ILE	1-25	30%	25%	23%	25%	21%	26%	24%	20%
RANGES	1-10	14%	10%	8%	11%	8%	11%	10%	7%
% AT LEAST THIS	+1 GE	31%	34%	35%	35%	36%	32%	37%	36%
FAR FROM GRADE LEVEL	-1 GE	35%	29%	27%	26%	26%	24%	25%	25%
NUMBER TESTED		3898	[illegible]	3885	3140	3140	2808	2808	2808
VOCABULARY									
% OF STUDENTS	90-99	13%	14%	15%	16%	15%	16%	18%	15%
SCORING IN	75-99	30%	33%	33%	30%	34%	30%	31%	35%
THESE %ILE	1-25	29%	24%	22%	22%	20%	20%	21%	19%
RANGES	1-10	12%	9%	8%	9%	7%	8%	8%	8%
% AT LEAST THIS	+1 GE	34%	38%	37%	34%	38%	33%	34%	39%
FAR FROM GRADE LEVEL	-1 GE	34%	29%	26%	27%	25%	23%	26%	24%
NUMBER TESTED		3898	3718	3876	3140	3140	2808	2808	2808
READING COMPREHENSION									
% OF STUDENTS	90-99	10%	12%	13%	16%	14%	15%	16%	14%
SCORING IN	75-99	24%	27%	29%	30%	29%	29%	31%	30%
THESE %ILE	1-25	28%	23%	21%	23%	20%	25%	22%	19%
RANGES	1-10	11%	9%	8%	9%	7%	11%	9%	8%
% AT LEAST THIS	+1 GE	29%	32%	33%	35%	34%	33%	37%	35%
FAR FROM GRADE LEVEL	-1 GE	34%	29%	27%	28%	25%	27%	27%	24%
NUMBER TESTED		3899	3717	3887	3140	3140	2808	2808	2808

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 7
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.7 79-80	GR.7 80-81	GR.7 81-82	GR.6 80-81	GR.7 81-82	GR.5 79-80	GR.6 80-81	GR.7 81-82
MATH TOTAL									
% OF STUDENTS	90-99	14%	15%	16%	17%	18%	16%	18%	17%
SCORING IN	75-99	31%	31%	31%	31%	32%	30%	32%	33%
THESE %ILE	1-25	20%	22%	21%	23%	20%	21%	22%	19%
RANGES	1-10	12%	10%	8%	12%	7%	10%	11%	7%
% AT LEAST THIS	+1 GE	31%	31%	31%	31%	32%	27%	32%	33%
FAR FROM GRADE LEVEL	-1 GE	28%	24%	24%	23%	22%	19%	22%	21%
NUMBER TESTED		3886	3697	3844	3140	3140	2808	2808	2808
MATH CONCEPTS									
% OF STUDENTS	90-99	14%	14%	14%	17%	15%	14%	18%	15%
SCORING IN	75-99	32%	33%	33%	32%	33%	30%	33%	34%
THESE %ILE	1-25	24%	19%	19%	25%	18%	23%	24%	17%
RANGES	1-10	12%	9%	8%	10%	8%	9%	9%	7%
% AT LEAST THIS	+1 GE	38%	39%	39%	38%	40%	30%	39%	41%
FAR FROM GRADE LEVEL	-1 GE	29%	24%	24%	[illegible]	23%	23%	24%	22%
NUMBER TESTED		3892	3701	3849	3140	3140	2808	2808	2808
MATH PROBLEMS									
% OF STUDENTS	90-99	12%	13%	14%	15%	15%	15%	15%	15%
SCORING IN	75-99	25%	25%	27%	27%	27%	29%	28%	28%
THESE %ILE	1-25	23%	21%	19%	24%	19%	24%	23%	18%
RANGES	1-10	13%	12%	10%	10%	10%	9%	9%	9%
% AT LEAST THIS	+1 GE	29%	30%	31%	29%	32%	29%	30%	32%
FAR FROM GRADE LEVEL	-1 GE	33%	30%	28%	28%	26%	24%	27%	27%
NUMBER TESTED		3893	3701	3851	3140	3140	2808	2808	2808
MATH COMPUTATION									
% OF STUDENTS	90-99	17%	17%	17%	22%	18%	22%	23%	19%
SCORING IN	75-99	37%	38%	38%	34%	40%	34%	35%	41%
THESE %ILE	1-25	22%	19%	18%	22%	17%	25%	22%	16%
RANGES	1-10	8%	6%	5%	7%	5%	8%	7%	4%
% AT LEAST THIS	+1 GE	28%	29%	29%	31%	30%	30%	32%	31%
FAR FROM GRADE LEVEL	-1 GE	22%	19%	18%	19%	17%	18%	18%	16%
NUMBER TESTED		3895	3702	3848	3140	3140	2808	2808	2808

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 7
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.7 79-80	GR.7 80-81	GR.7 81-82	GR.6 80-81	GR.7 81-82	GR.5 79-80	GR.6 80-81	GR.7 81-82
LANGUAGE TOTAL									
% OF STUDENTS	90-99	11%	14%	17%	19%	18%	18%	20%	19%
SCORING IN	75-99	27%	32%	36%	35%	37%	34%	36%	38%
THESE %ILE	1-25	26%	20%	16%	16%	14%	19%	16%	13%
RANGES	1-10	11%	8%	5%	7%	4%	8%	6%	4%
% AT LEAST THIS	+1 GE	35%	40%	44%	42%	46%	39%	43%	47%
FAR FROM GRADE LEVEL	-1 GE	34%	27%	23%	23%	21%	22%	22%	20%
NUMBER TESTED		3856	3685	3814	3140	3140	2808	2808	2808
SPELLING									
% OF STUDENTS	90-99	8%	9%	10%	12%	11%	10%	12%	10%
SCORING IN	75-99	25%	29%	32%	32%	33%	32%	33%	33%
THESE %ILE	1-25	26%	23%	19%	18%	17%	19%	17%	16%
RANGES	1-10	12%	9%	6%	7%	5%	6%	6%	5%
% AT LEAST THIS	+1 GE	32%	36%	40%	41%	41%	37%	42%	41%
FAR FROM GRADE LEVEL	-1 GE	35%	29%	25%	25%	24%	24%	23%	23%
NUMBER TESTED		3895	3713	3857	3140	3140	2808	2808	2808
CAPITALIZATION									
% OF STUDENTS	90-99	9%	13%	17%	14%	19%	12%	15%	19%
SCORING IN	75-99	24%	31%	36%	31%	36%	28%	31%	39%
THESE %ILE	1-25	33%	26%	21%	23%	20%	28%	22%	19%
RANGES	1-10	12%	10%	6%	10%	6%	11%	9%	5%
% AT LEAST THIS	+1 GE	34%	41%	46%	40%	49%	36%	41%	50%
FAR FRUM GRADE LEVEL	-1 GE	43%	37%	30%	30%	28%	29%	28%	27%
NUMBER TESTED		3901	3715	3867	3140	3140	2808	2808	2808
PUNCTUATION									
% OF STUDENTS	90-99	12%	16%	19%	23%	21%	22%	24%	21%
SCORING IN	75-99	30%	36%	39%	39%	41%	39%	40%	42%
THESE %ILE	1-25	22%	16%	13%	13%	12%	14%	12%	11%
RANGES	1-10	6%	5%	4%	5%	3%	6%	4%	3%
% AT LEAST THIS	+1 GE	39%	46%	49%	48%	51%	49%	51%	53%
FAR FROM GRADE LEVEL	-1 GE	30%	24%	21%	18%	19%	18%	17%	18%
NUMBER TESTED		3896	3714	3856	3140	3140	2808	2808	2808
USAGE									
% OF STUDENTS	90-99	12%	14%	16%	15%	17%	16%	16%	17%
SCORING IN	75-99	27%	30%	32%	31%	33%	31%	32%	34%
THESE %ILE	1-25	27%	22%	19%	16%	16%	19%	18%	17%
RANGES	1-10	10%	7%	5%	7%	4%	7%	7%	4%
% AT LEAST THIS	+1 GE	37%	40%	44%	46%	45%	42%	47%	46%
FAR FROM GRADE LEVEL	-1 GE	35%	29%	26%	28%	24%	26%	27%	23%
NUMBER TESTED		3896	3717	3857	3140	3140	2808	2808	2808

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 7
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.7 79-80	GR.7 80-81	GR.7 81-82	GR.6 80-81	GR.7 81-82	GR.5 79-80	GR.6 80-81	GR.7 81-82
WORK-STUDY SKILLS TOTAL									
% OF STUDENTS	90-99	9%	13%	15%	17%	16%	15%	18%	17%
SCORING IN	75-99	24%	29%	31%	30%	32%	33%	31%	33%
THESE %ILE	1-25	30%	24%	22%	23%	21%	20%	22%	20%
RANGES	1-10	15%	10%	10%	10%	9%	9%	9%	9%
% AT LEAST THIS	+1 GE	29%	34%	35%	34%	36%	33%	35%	37%
FAR FROM GRADE LEVEL	-1 GE	36%	30%	29%	26%	27%	21%	25%	26%
NUMBER TESTED		3894	3711	3857	3140	3140	2808	2808	2808
VISUAL MATERIALS									
% OF STUDENTS	90-99	10%	14%	16%	16%	17%	13%	17%	18%
SCORING IN	75-99	24%	30%	33%	28%	34%	31%	29%	35%
THESE %ILE	1-25	29%	23%	24%	27%	23%	21%	26%	22%
RANGES	1-10	14%	10%	10%	11%	9%	9%	11%	9%
% AT LEAST THIS	+1 GE	30%	36%	38%	35%	39%	31%	36%	40%
FAR FROM GRADE LEVEL	-1 GE	36%	29%	29%	32%	28%	24%	31%	26%
NUMBER TESTED		3894	3715	3860	3140	3140	2808	2808	2808
REFERENCE MATERIALS									
% OF STUDENTS	90-99	8%	11%	12%	17%	12%	17%	18%	12%
SCORING IN	75-99	27%	30%	31%	31%	32%	34%	31%	33%
THESE %ILE	1-25	27%	22%	21%	18%	19%	20%	17%	19%
RANGES	1-10	12%	10%	9%	7%	8%	8%	6%	7%
% AT LEAST THIS	+1 GE	30%	33%	34%	38%	35%	35%	39%	36%
FAR FROM GRADE LEVEL	-1 GE	37%	33%	31%	25%	28%	20%	23%	28%
NUMBER TESTED		3897	3713	3881	3140	3140	2808	2808	2808

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 8
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.8 79-80	GR.8 80-81	GR.8 81-82	GR.7 80-81	GR.8 81-82	GR.6 79-80	GR.7 80-81	GR.8 81-82
COMPOSITE									
% OF STUDENTS	90-99	12%	16%	18%	16%	19%	15%	16%	19%
SCORING IN	75-99	27%	32%	35%	34%	36%	31%	34%	37%
THESE %ILE	1-25	30%	25%	19%	19%	18%	22%	18%	18%
RANGES	1-10	15%	11%	7%	6%	6%	10%	5%	5%
% AT LEAST THIS	+1 GE	29%	34%	37%	36%	38%	32%	36%	38%
FAR FROM GRADE LEVEL	-1 GE	37%	31%	26%	24%	25%	26%	24%	25%
NUMBER TESTED		3854	3717	3478	2990	2990	2630	2630	2630
READING TOTAL									
% OF STUDENTS	90-99	11%	14%	15%	14%	16%	15%	14%	16%
SCORING IN	75-99	27%	31%	32%	32%	33%	30%	32%	33%
THESE %ILE	1-25	31%	28%	24%	21%	22%	27%	21%	22%
RANGES	1-10	14%	12%	8%	7%	7%	12%	7%	7%
% AT LEAST THIS	+1 GE	30%	34%	36%	36%	37%	33%	36%	36%
FAR FROM GRADE LEVEL	-1 GE	37%	33%	30%	25%	28%	28%	25%	28%
NUMBER TESTED		3856	3795	3554	2990	2990	2630	2630	2630
VOCABULARY									
% OF STUDENTS	90-99	15%	17%	19%	14%	20%	16%	15%	20%
SCORING IN	75-99	27%	30%	32%	35%	33%	29%	35%	33%
THESE %ILE	1-25	29%	27%	22%	21%	20%	23%	20%	20%
RANGES	1-10	16%	13%	9%	6%	8%	11%	6%	8%
% AT LEAST THIS	+1 GE	30%	33%	36%	39%	37%	33%	39%	37%
FAR FROM GRADE LEVEL	-1 GE	37%	35%	29%	26%	28%	29%	26%	28%
NUMBER TESTED		3856	3796	3581	2990	2990	2630	2630	2630
READING COMPREHENSION									
% OF STUDENTS	90-99	11%	14%	15%	13%	15%	13%	13%	15%
SCORING IN	75-99	27%	31%	33%	29%	34%	28%	29%	34%
THESE %ILE	1-25	27%	24%	22%	19%	20%	24%	19%	20%
RANGES	1-10	12%	11%	9%	6%	8%	10%	6%	8%
% AT LEAST THIS	+1 GE	29%	33%	35%	34%	36%	32%	34%	36%
FAR FROM GRADE LEVEL	-1 GE	36%	33%	30%	25%	29%	30%	25%	29%
NUMBER TESTED		3866	3796	3555	2990	2990	2630	2630	2630

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE GRADE: 8 DATE OF REPORT: JUNE, 1982		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.8 79-80	GR.8 80-81	GR.8 81-82	GR.7 80-81	GR.8 81-82	GR.6 79-80	GR.7 80-81	GR.8 81-82
MATH TOTAL									
% OF STUDENTS	90-99	14%	16%	15%	16%	16%	18%	16%	17%
SCORING IN	75-99	27%	31%	32%	33%	33%	32%	34%	34%
THESE %ILE	1-25	31%	27%	24%	18%	23%	22%	17%	22%
RANGES	1-10	15%	12%	10%	7%	9%	11%	8%	6%
% AT LEAST THIS	+1 GE	27%	31%	32%	33%	33%	32%	34%	34%
FAR FROM GRADE LEVEL	-1 GE	32%	29%	26%	20%	24%	22%	19%	23%
NUMBER TESTED		3868	3782	3539	2990	2990	2630	2630	2630
MATH CONCEPTS									
% OF STUDENTS	90-99	16%	18%	17%	15%	18%	17%	15%	18%
SCORING IN	75-99	28%	32%	32%	35%	33%	31%	36%	33%
THESE %ILE	1-25	26%	24%	22%	16%	21%	24%	15%	20%
RANGES	1-10	13%	11%	9%	7%	8%	10%	6%	7%
% AT LEAST THIS	+1 GE	31%	35%	35%	42%	37%	38%	42%	37%
FAR FROM GRADE LEVEL	-1 GE	30%	28%	25%	20%	23%	24%	19%	22%
NUMBER TESTED		3872	3786	3541	2990	2990	2630	2630	2630
MATH PROBLEMS									
% OF STUDENTS	90-99	13%	15%	15%	14%	16%	14%	14%	16%
SCORING IN	75-99	26%	29%	31%	27%	32%	28%	28%	32%
THESE %ILE	1-25	30%	27%	24%	18%	23%	23%	18%	22%
RANGES	1-10	11%	9%	7%	10%	6%	10%	9%	6%
% AT LEAST THIS	+1 GE	26%	29%	31%	32%	32%	31%	33%	32%
FAR FROM GRADE LEVEL	-1 GE	35%	32%	29%	27%	28%	27%	28%	27%
NUMBER TESTED		3871	3785	3541	2990	2990	2630	2630	2630
MATH COMPUTATION									
% OF STUDENTS	90-99	16%	17%	18%	18%	19%	23%	19%	19%
SCORING IN	75-99	31%	34%	36%	41%	38%	36%	42%	39%
THESE %ILE	1-25	24%	20%	18%	15%	16%	20%	14%	16%
RANGES	1-10	10%	8%	7%	4%	6%	5%	4%	6%
% AT LEAST THIS	+1 GE	22%	20%	27%	31%	29%	33%	32%	30%
FAR FROM GRADE LEVEL	-1 GE	28%	24%	21%	15%	20%	17%	14%	19%
NUMBER TESTED		3869	3787	3544	2990	2990	2630	2630	2630

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 8
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.8 79-80	GR.8 80-81	GR.8 81-82	GR.7 80-81	GR.8 81-82	GR.8 79-80	GR.7 80-81	GR.8 81-82
LANGUAGE TOTAL									
% OF STUDENTS	90-99	[illegible]	15%	18%	15%	19%	15%	16%	19%
SCORING IN	75-99	26%	32%	36%	34%	38%	31%	34%	37%
THESE %ILE	1-25	27%	23%	17%	16%	16%	20%	15%	15%
RANGES	1-10	14%	10%	7%	5%	6%	6%	5%	5%
% AT LEAST THIS	+1 GE	33%	41%	46%	43%	48%	37%	43%	48%
FAR FROM GRADE LEVEL	-1 GE	36%	31%	25%	23%	23%	26%	23%	22%
NUMBER TESTED		3815	3748	3526	2990	2990	2630	2630	2630
SPELLING									
% OF STUDENTS	90-99	11%	11%	12%	9%	13%	10%	9%	13%
SCORING IN	75-99	24%	26%	29%	31%	30%	29%	32%	30%
THESE %ILE	1-25	30%	26%	21%	19%	19%	20%	18%	19%
RANGES	1-10	14%	12%	8%	6%	8%	9%	6%	7%
% AT LEAST THIS	+1 GE	31%	34%	37%	39%	38%	36%	39%	38%
FAR FROM GRADE LEVEL	-1 GE	39%	37%	30%	25%	28%	26%	25%	28%
NUMBER TESTED		3859	3797	3555	2990	2990	2630	2630	2630
CAPITALIZATION									
% OF STUDENTS	90-99	10%	15%	19%	14%	20%	10%	14%	20%
SCORING IN	75-99	21%	28%	34%	33%	37%	24%	34%	37%
THESE %ILE	1-25	33%	26%	21%	22%	19%	27%	22%	19%
RANGES	1-10	13%	10%	7%	8%	6%	12%	8%	5%
% AT LEAST THIS	+1 GE	35%	44%	51%	43%	53%	33%	44%	54%
FAR FROM GRADE LEVEL	-1 GE	44%	36%	30%	33%	28%	33%	33%	27%
NUMBER TESTED		3856	3799	3558	2990	2990	2630	2630	2630
PUNCTUATION									
% OF STUDENTS	90-99	14%	20%	23%	18%	24%	19%	18%	24%
SCORING IN	75-99	26%	35%	39%	39%	41%	35%	40%	41%
THESE %ILE	1-25	24%	18%	13%	13%	11%	16%	12%	10%
RANGES	1-10	11%	8%	5%	3%	4%	5%	3%	4%
% AT LEAST THIS	+1 GE	35%	44%	48%	49%	50%	45%	49%	51%
FAR FROM GRADE LEVEL	-1 GE	36%	29%	22%	20%	20%	21%	19%	19%
NUMBER TESTED		3888	3779	3557	2990	2990	2630	2630	2630
USAGE									
% OF STUDENTS	90-99	11%	14%	16%	16%	18%	14%	16%	17%
SCORING IN	75-99	25%	30%	34%	33%	36%	30%	33%	36%
THESE %ILE	1-25	25%	22%	18%	18%	16%	20%	18%	16%
RANGES	1-10	11%	10%	7%	5%	6%	8%	5%	6%
% AT LEAST THIS	+1 GE	39%	46%	50%	43%	52%	44%	43%	51%
FAR FROM GRADE LEVEL	-1 GE	37%	32%	27%	25%	25%	31%	25%	25%
NUMBER TESTED		3889	3782	3560	2990	2990	2630	2630	2630

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 8
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.8 79-80	GR.8 80-81	GR.8 81-82	GR.7 80-81	GR.8 81-82	GR.6 79-80	GR.7 80-81	GR.8 81-82
WORK-STUDY SKILLS TOTAL									
% OF STUDENTS	90-99	10%	14%	18%	14%	18%	14%	.4%	18%
SCORING IN	75-99	24%	30%	33%	31%	35%	28%	31%	35%
THESE %ILE	1-25	32%	28%	23%	21%	21%	24%	20%	20%
RANGES	1-10	14%	12%	10%	8%	8%	10%	8%	8%
% AT LEAST THIS	+1 GE	29%	35%	38%	36%	40%	32%	37%	40%
FAR FROM GRADE LEVEL	-1 GE	40%	35%	30%	26%	28%	28%	26%	27%
NUMBER TESTED		3883	3780	3560	2990	2990	2830	2830	2830
VISUAL MATERIALS									
% OF STUDENTS	90-99	11%	16%	19%	15%	20%	12%	16%	21%
SCORING IN	75-99	25%	31%	34%	32%	36%	26%	33%	36%
THESE %ILE	1-25	31%	26%	21%	21%	19%	28%	21%	19%
RANGES	1-10	11%	9%	7%	9%	6%	12%	8%	6%
% AT LEAST THIS	+1 GE	30%	36%	39%	38%	41%	31%	39%	41%
FAR FROM GRADE LEVEL	-1 GE	41%	35%	30%	26%	28%	34%	26%	27%
NUMBER TESTED		3868	3783	3564	2990	2990	2830	2830	2830
REFERENCE MATERIALS									
% OF STUDENTS	90-99	10%	12%	14%	12%	15%	16%	12%	15%
SCORING IN	75-99	25%	29%	31%	32%	33%	30%	32%	33%
THESE %ILE	1-25	31%	27%	24%	18%	22%	19%	18%	21%
RANGES	1-10	12%	10%	8%	7%	7%	6%	6%	6%
% AT LEAST THIS	+1 GE	28%	32%	35%	35%	37%	37%	36%	37%
FAR FROM GRADE LEVEL	-1 GE	37%	33%	30%	29%	28%	25%	28%	27%
NUMBER TESTED		3865	3784	3582	2990	2990	2830	2830	2830

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS ***** 1970 NORMS *****
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 09
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED				
		GR.09 77-78	GR.09 78-79	GR.09 79-80	GR.09 80-81	GR.09 81-82
READING						
% OF STUDENTS	90-99	9%	8%	9%	7%	8%
SCORING IN	75-99	21%	18%	19%	17%	18%
THESE %ILE	1-25	38%	41%	40%	42%	40%
RANGES	1-10	17%	19%	19%	20%	18%
NUMBER TESTED		4528	4722	4478	3928	4122
MATH BASIC CONCEPTS						
% OF STUDENTS	90-99	10%	8%	6%	8%	8%
SCORING IN	75-99	21%	19%	21%	18%	20%
THESE %ILE	1-25	37%	39%	34%	38%	37%
RANGES	1-10	20%	21%	21%	21%	20%
NUMBER TESTED		4512	4701	4458	3900	4093
MATH COMPUTATION						
% OF STUDENTS	90-99	8%	6%	8%	7%	7%
SCORING IN	75-99	21%	19%	21%	20%	19%
THESE %ILE	1-25	39%	40%	38%	38%	38%
RANGES	1-10	19%	19%	19%	17%	18%
NUMBER TESTED		4465	4682	4443	3938	4089
MECHANICS OF WRITING						
% OF STUDENTS	90-99	5%	5%	6%		6%
SCORING IN	75-99	16%	15%	17%		17%
THESE %ILE	1-25	46%	48%	44%		43%
RANGES	1-10	26%	28%	26%		23%
NUMBER TESTED		4508	4713	4483		4098
ENGLISH EXPRESSION						
% OF STUDENTS	90-99	6%	5%	7%	6%	
SCORING IN	75-99	16%	14%	16%	16%	
THESE %ILE	1-25	48%	51%	49%	49%	
RANGES	1-10	25%	28%	27%	27%	
NUMBER TESTED		4520	4711	4484	3928	
SCIENCE						
% OF STUDENTS	90-99	9%	8%	9%		9%
SCORING IN	75-99	20%	20%	20%		20%
THESE %ILE	1-25	38%	40%	39%		41%
RANGES	1-10	23%	23%	24%		25%
NUMBER TESTED		4468	4670	4446		4081
SOCIAL STUDIES						
% OF STUDENTS	90-99	6%	6%	8%	6%	
SCORING IN	75-99	16%	16%	15%	15%	
THESE %ILE	1-25	43%	46%	45%	46%	
RANGES	1-10	20%	21%	22%	22%	
NUMBER TESTED		4466	4656	4434	3929	

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS ***** 1970 NORMS *****
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 10
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS	
		GR. 10 77-78	GR. 10 78-79	GR. 10 79-80	GR. 10 80-81	GR. 10 81-82	GR. 09 80-81	GR. 10 81-82
READING								
% OF STUDENTS	90-99	10%	10%	10%	9%	9%	10%	10%
SCORING IN	75-99	24%	23%	22%	21%	21%	23%	24%
THESE %ILE	1-25	35%	34%	36%	38%	38%	30%	32%
RANGES	1-10	19%	17%	18%	20%	17%	11%	15%
NUMBER TESTED		4139	3999	3905	3707	3248	2308	2308
MATH BASIC CONCEPTS								
% OF STUDENTS	90-99	12%	12%	12%	12%	11%	12%	14%
SCORING IN	75-99	25%	25%	24%	24%	24%	26%	28%
THESE %ILE	1-25	29%	28%	28%	30%	28%	28%	24%
RANGES	1-10	15%	15%	14%	15%	14%	14%	11%
NUMBER TESTED		4115	3984	3887	3693	3231	2308	2308
MATH COMPUTATION								
% OF STUDENTS	90-99	12%	12%	12%	12%	11%	10%	13%
SCORING IN	75-99	24%	25%	26%	25%	24%	28%	28%
THESE %ILE	1-25	34%	29%	29%	29%	29%	23%	25%
RANGES	1-10	14%	11%	10%	11%	10%	8%	8%
NUMBER TESTED		4049	3939	3861	3692	3207	2308	2308
MECHANICS OF WRITING								
% OF STUDENTS	90-99	8%	7%	8%		8%		8%
SCORING IN	75-99	18%	19%	18%		18%		21%
THESE %ILE	1-25	42%	40%	41%		40%		35%
RANGES	1-10	24%	21%	21%		20%		17%
NUMBER TESTED		4132	3989	3900		3225		2308
ENGLISH EXPRESSION								
% OF STUDENTS	90-99	8%	7%	7%	8%		9%	
SCORING IN	75-99	18%	17%	16%	17%		21%	
THESE %ILE	1-25	42%	41%	42%	41%		37%	
RANGES	1-10	23%	22%	23%	22%		17%	
NUMBER TESTED		4133	3997	3908	3704		2308	
SCIENCE								
% OF STUDENTS	90-99	11%	9%	9%		8%		10%
SCORING IN	75-99	23%	21%	21%		19%		23%
THESE %ILE	1-25	35%	34%	35%		36%		32%
RANGES	1-10	19%	16%	18%		18%		15%
NUMBER TESTED		4037	3944	3857		3214		2308
SOCIAL STUDIES								
% OF STUDENTS	90-99	8%	7%	7%	7%		8%	
SCORING IN	75-99	20%	19%	18%	18%		20%	
THESE %ILE	1-25	36%	35%	37%	38%		33%	
RANGES	1-10	17%	16%	18%	19%		14%	
NUMBER TESTED		4049	3932	3880	3704		2308	

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS ***** 1970 NORMS *****
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 11
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS		STUDENTS TESTED EACH OF THE LAST THREE YEARS		
		GR.11 77-78	GR.11 78-79	GR.11 79-80	GR.11 80-81	GR.11 81-82	GR.10 80-81	GR.11 81-82	GR.09 79-80	GR.10 80-81	GR.11 81-82
READING											
% OF STUDENTS	90-99	9%	9%	11%	9%	10%	11%	12%	12%	11%	13%
SCORING IN	75-99	24%	24%	26%	23%	23%	26%	26%	26%	26%	27%
THESE %ILE	1-25	35%	34%	33%	37%	35%	30%	31%	26%	29%	31%
RANGES	1-10	17%	16%	14%	17%	15%	13%	13%	9%	13%	13%
NUMBER TESTED		3499	3409	3334	3333	3157	2390	2390	1921	1921	1921
MATH BASIC CONCEPTS											
% OF STUDENTS	90-99	13%	14%	15%	14%	14%	16%	17%	15%	17%	17%
SCORING IN	75-99	28%	30%	31%	29%	30%	31%	34%	30%	32%	35%
THESE %ILE	1-25	25%	24%	23%	25%	23%	22%	19%	24%	22%	19%
RANGES	1-10	11%	11%	10%	11%	10%	10%	8%	12%	10%	8%
NUMBER TESTED		3491	3397	3315	3318	3139	2390	2390	1921	1921	1921
MATH COMPUTATION											
% OF STUDENTS	90-99	12%	12%	13%	11%	11%	16%	13%	13%	17%	14%
SCORING IN	75-99	25%	26%	26%	25%	25%	33%	29%	31%	34%	30%
THESE %ILE	1-25	29%	27%	24%	25%	24%	20%	20%	24%	20%	19%
RANGES	1-10	14%	11%	9%	9%	9%	7%	7%	10%	7%	7%
NUMBER TESTED		3366	3364	3280	3317	3129	2390	2390	1921	1921	1921
MECHANICS OF WRITING											
% OF STUDENTS	90-99	8%	8%	8%		8%		9%	9%		9%
SCORING IN	75-99	19%	21%	22%		21%		24%	25%		24%
THESE %ILE	1-25	39%	38%	37%		37%		33%	28%		31%
RANGES	1-10	20%	19%	19%		18%		15%	13%		14%
NUMBER TESTED		3481	3402	3324		3141		2390	1921		1921
ENGLISH EXPRESSION											
% OF STUDENTS	90-99	7%	8%	9%	8%		11%		10%	11%	
SCORING IN	75-99	16%	19%	20%	19%		22%		22%	23%	
THESE %ILE	1-25	41%	39%	38%	40%		32%		34%	32%	
RANGES	1-10	23%	21%	21%	23%		16%		15%	15%	
NUMBER TESTED		3483	3402	3330	3331		2390		1921	1921	
SCIENCE											
% OF STUDENTS	90-99	9%	10%	10%		10%		10%	13%		11%
SCORING IN	75-99	24%	26%	25%		23%		25%	28%		26%
THESE %ILE	1-25	31%	30%	30%		32%		29%	26%		29%
RANGES	1-10	17%	16%	16%		17%		14%	13%		14%
NUMBER TESTED		3383	3388	3275		3130		2390	1921		1921
SOCIAL STUDIES											
% OF STUDENTS	90-99	7%	10%	10%	9%		9%		9%	10%	
SCORING IN	75-99	19%	22%	22%	19%		23%		22%	23%	
THESE %ILE	1-25	34%	33%	33%	37%		29%		30%	28%	
RANGES	1-10	17%	16%	15%	18%		13%		12%	12%	
NUMBER TESTED		3383	3381	3269	3328		2390		1921	1921	

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS ***** 1970 NORMS *****
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 12
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS		STUDENTS TESTED EACH OF THE LAST THREE YEARS			STUDENTS TESTED EACH OF THE LAST FOUR YEARS			
		GR. 12 77-78	GR. 12 78-79	GR. 12 79-80	GR. 12 80-81	GR. 12 81-82	GR. 11 80-81	GR. 12 81-82	GR. 10 79-80	GR. 11 80-81	GR. 12 81-82	GR. 09 78-79	GR. 10 79-80	GR. 11 80-81	GR. 12 81-82
READING															
% OF STUDENTS	90-99	11%	11%	12%	11%	11%	11%	11%	13%	11%	12%	13%	14%	11%	13%
SCORING IN	75-99	23%	25%	28%	24%	24%	27%	25%	28%	26%	27%	26%	28%	28%	27%
THESE %ILE	1-25	36%	34%	31%	35%	38%	32%	36%	28%	31%	34%	26%	27%	30%	34%
RANGES	1-10	18%	17%	15%	15%	19%	13%	17%	13%	12%	17%	8%	12%	12%	16%
NUMBER TESTED		2043	2725	2704	2830	2819	2264	2264	1794	1794	1794	1597	1597	1597	1597
MATH BASIC CONCEPTS															
% OF STUDENTS	90-99	12%	14%	15%	13%	13%	17%	14%	17%	19%	15%	14%	18%	20%	16%
SCORING IN	75-99	28%	32%	33%	31%	32%	35%	34%	33%	36%	37%	30%	34%	38%	38%
THESE %ILE	1-25	27%	23%	23%	24%	27%	20%	25%	20%	20%	23%	23%	19%	19%	23%
RANGES	1-10	12%	10%	9%	10%	12%	9%	11%	9%	8%	11%	11%	9%	8%	11%
NUMBER TESTED		2038	2716	2690	2819	2810	2264	2264	1794	1794	1794	1597	1597	1597	1597
MATH COMPUTATION															
% OF STUDENTS	90-99	10%	10%	11%	9%	8%	13%	9%	17%	14%	10%	12%	18%	15%	11%
SCORING IN	75-99	26%	27%	29%	25%	25%	30%	27%	35%	32%	30%	32%	37%	33%	31%
THESE %ILE	1-25	33%	29%	29%	30%	32%	20%	30%	20%	18%	29%	23%	18%	18%	28%
RANGES	1-10	18%	13%	12%	12%	13%	6%	12%	7%	5%	12%	9%	6%	5%	12%
NUMBER TESTED		1876	2657	2694	2813	2801	2264	2264	1794	1794	1794	1597	1597	1597	1597
MECHANICS OF WRITING															
% OF STUDENTS	90-99	8%	6%	7%		6%		7%	8%		7%	9%	8%		7%
SCORING IN	75-99	17%	20%	20%		19%		21%	24%		21%	25%	25%		22%
THESE %ILE	1-25	42%	38%	38%		41%		39%	30%		37%	30%	29%		35%
RANGES	1-10	20%	19%	18%		21%		19%	14%		18%	14%	13%		18%
NUMBER TESTED		2025	2715	2695		2810		2264	1794		1794	1597	1597		1597
ENGLISH EXPRESSION															
% OF STUDENTS	90-99	10%	9%	12%	10%		10%		9%	10%		9%	9%	11%	
SCORING IN	75-99	19%	20%	23%	20%		23%		22%	24%		22%	22%	24%	
THESE %ILE	1-25	41%	39%	36%	37%		34%		33%	33%		35%	32%	32%	
RANGES	1-10	23%	22%	20%	20%		19%		16%	18%		15%	15%	17%	
NUMBER TESTED		2025	2711	2690	2825		2264		1794	1794		1597	1597	1597	
SCIENCE															
% OF STUDENTS	90-99	10%	11%	12%		9%		10%	13%		11%	13%	13%		11%
SCORING IN	75-99	25%	28%	28%		23%		25%	27%		26%	30%	28%		27%
THESE %ILE	1-25	33%	29%	27%		34%		32%	26%		32%	25%	25%		31%
RANGES	1-10	16%	15%	13%		16%		15%	12%		15%	12%	11%		14%
NUMBER TESTED		1869	2658	2693		2799		2264	1794		1794	1597	1597		1597
SOCIAL STUDIES															
% OF STUDENTS	90-99	9%	9%	10%	10%		11%		9%	12%		9%	10%	13%	
SCORING IN	75-99	19%	21%	21%	19%		23%		23%	25%		24%	24%	26%	
THESE %ILE	1-25	36%	33%	33%	35%		31%		29%	31%		29%	26%	30%	
RANGES	1-10	18%	17%	17%	16%		15%		12%	14%		10%	11%	13%	
NUMBER TESTED		1868	2653	2681	2819		2264		1794	1794		1597	1597	1597	

81.30

ACHIEVEMENT PROFILES
TEXAS ASSESSMENT OF BASIC SKILLS
GRADES 3, 5, AND 9
1981-82

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE MAY 1982
DATE OF TESTING FEBRUARY 1982
GRADE 03

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.READ AND WRITE WHOLE NUMBERS	3259	85	581
	2.ORDER WHOLE NUMBERS	2304	60	1536
	3.ADD WHOLE NUMBERS	3290	86	550
	4.SUBTRACT WHOLE NUMBERS	2673	70	1167
	5.SOLVE WORD PROBLEMS: +, -	3236	84	604
	6.COMPLETE NUMBER PATTERNS	3156	82	684
	7.MULTIPLY WHOLE NUMBERS	3528	92	312
	8.IDENTIFY FRACTIONAL PARTS	3040	79	800
	9.IDENTIFY VALUES OF MONEY	3341	87	499
	10.SELECT UNITS OF MEASURE	2423	63	1417
	STUDENTS TESTED: 3840			
READING	1.IDENTIFY MAIN IDEA	2464	65	1338
	2.RECALL FACTS, DETAILS	3097	81	705
	3.SEQUENCE EVENTS	2626	69	1176
	4.FOLLOW WRITTEN DIRECTIONS	3671	97	131
	5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS	3544	93	258
	6.USE CONTEXT CLUES	3277	86	525
	7.UNDERSTAND WORD STRUCTURES	3173	83	629
	8.RECOGNIZE WORDS BY SIGHT	3577	94	225
	STUDENTS TESTED: 3802			
WRITING	1.SPELLING	3696	97	97
	2.PUNCTUATION	2665	70	1128
	3.CAPITALIZATION	3423	90	370
	4.CORRECT ENGLISH USAGE	3169	84	624
	5.SENTENCE STRUCTURE	2757	73	1036

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE TO TOPIC }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
8	22	37	31	1

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
96	3	0	1

STUDENTS TESTED: 3793

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT	4086	
Number Not Tested	219	
The following data are based on NUMBER OF STUDENTS TESTED	3867	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	13	0
Asian or Pacific Islander	63	2
Black	769	20
Hispanic	1152	30
White	1870	48
FREE/REDUCED PRICE MEAL PROGRAM	1633	42
TITLE I REGULAR PROGRAM	620	16
TITLE I MIGRANT PROGRAMS		
Language Arts Program	34	1
Mathematics Program	1	0
Oral Language Development Program	34	1
Eligible but not Participating	69	2
Neither Eligible nor Participating	3762	97
LIMITED ENGLISH PROFICIENCY	251	6
BILINGUAL PROGRAM	256	7
SPECIAL EDUCATION PROGRAM		
Learning Disability	140	4
Emotionally Disturbed	8	0
Speech Handicapped	96	2
Other Handicapping Condition	14	0
Non Special Education Students	3654	94
STATE GIFTED/TALENTED PROGRAM	128	3

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE MAY 1982
DATE OF TESTING FEBRUARY 1982
GRADE 05

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. IDENTIFY GEOMETRIC TERMS, FIGURES	2269	55	1840
	2. INTERPRET PLACE VALUE	2361	57	1748
	3. ADD WHOLE NUMBERS	3613	88	496
	4. SUBTRACT WHOLE NUMBERS	3203	78	906
	5. MULTIPLY WHOLE NUMBERS	3215	78	894
	6. DIVIDE WHOLE NUMBERS	2879	70	1230
	7. SOLVE WORD PROBLEMS: +, -	3397	83	712
	8. SOLVE WORD PROBLEMS: ×, ÷	2455	60	1654
	9. SELECT UNITS OF MEASURE	3708	90	401
	10. INTERPRET GRAPHS	3725	91	384
	11. IDENTIFY EQUIVALENT FRACTIONS	2130	52	1979
	12. ORDER WHOLE NUMBERS	3517	86	592
	STUDENTS TESTED: 4109			
READING	1. IDENTIFY MAIN IDEA	2512	62	1562
	2. RECALL FACTS, DETAILS	2941	72	1133
	3. SEQUENCE EVENTS	3004	74	1070
	4. DISTINGUISH FACT, NON-FACT	2415	59	1659
	5. DRAW CONCLUSIONS	2563	63	1511
	6. PREDICT OUTCOMES	2661	65	1413
	7. USE CONTEXT CLUES	3815	94	259
	8. USE INDEX	3517	86	557
	9. USE MAPS, CHARTS	3539	87	535
	10. FOLLOW WRITTEN DIRECTIONS	3385	83	689
	11. IDENTIFY CHARACTER FEELINGS	3259	80	815
	STUDENTS TESTED: 4074			
WRITING	1. SPELLING	3954	98	100
	2. PUNCTUATION	2506	62	1548
	3. CAPITALIZATION	3565	88	489
	4. CORRECT ENGLISH USAGE	2912	72	1142
	5. SENTENCE STRUCTURE	3302	81	752
	6. COMMONLY USED FORMS	3708	91	346

WRITTEN COMPOSITION
ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S. OF 4	% R.S. OF 3	% R.S. OF 2	% R.S. OF 1	% R.S. OF 0
3	15	52	28	2

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
98	1	0	1

STUDENTS TESTED: 4054

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT	4452	
Number Not Tested	305	
The following data are based on NUMBER OF STUDENTS TESTED	4147	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	11	0
Asian or Pacific Islander	67	2
Black	774	19
Hispanic	1120	27
White	2175	52
FREE/REDUCED PRICE MEAL PROGRAM	1697	41
TITLE I REGULAR PROGRAM	377	9
TITLE I MIGRANT PROGRAMS		
Language Arts Program	32	1
Mathematics Program	0	0
Oral Language Development Program	30	1
Eligible but not Participating	56	1
Neither Eligible nor Participating	4059	98
LIMITED ENGLISH PROFICIENCY	152	4
BILINGUAL PROGRAM	135	3
SPECIAL EDUCATION PROGRAM		
Learning Disability	159	4
Emotionally Disturbed	17	0
Speech Handicapped	59	1
Other Handicapping Condition	9	0
Non Special Education Students	3939	95
STATE GIFTED/TALENTED PROGRAM	174	4

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE MAY 1982

DATE OF TESTING FEBRUARY 1982

GRADE 09-EXIT LEVEL

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	4049	95	227
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	3805	89	471
	3.SOLVE PROBLEMS: +, -, ×, ÷	2815	66	1461
	4.USE FRACTIONS/MIXED NOS: +, -, ×	2942	69	1334
	5.USE DECIMALS: +, -, ×, ÷	3425	80	851
	6.SOLVE PERSONAL FINANCE PROBLEMS	2107	49	2169
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	3759	88	517
	8.USE MEASUREMENT UNITS	3264	76	1012
	9.USE RATIO/PROPORTION/PERCENT	1905	45	2371
	10.DETERMINE DISTANCE/LOCATION ON MAPS	3714	87	562
	11.READ, INTERPRET CHARTS/GRAPHS	3896	91	380
	STUDENTS TESTED: 4276 TOTAL MATHEMATICS:	3265	76	1011
READING	1.IDENTIFY MAIN IDEA	2912	68	1374
	2.SEQUENCE EVENTS	3052	71	1234
	3.PERCEIVE CAUSE-EFFECT	3091	72	1195
	4.EVALUATE INFORMATION	3062	71	1224
	5.DISTINGUISH FACT, NON-FACT	2774	65	1512
	6.DRAW CONCLUSIONS	3042	71	1244
	7.MAKE GENERALIZATIONS	2717	63	1569
	8.FOLLOW WRITTEN DIRECTIONS	3880	91	406
	9.USE PARTS OF BOOK	2893	67	1393
	10.USE REFERENCE SKILLS	3664	85	622
	11.USE MAPS, CHARTS	3290	77	996
	STUDENTS TESTED: 4286 TOTAL READING:	3059	71	1227
WRITING	1.SPELLING	3744	88	525
	2.PUNCTUATION	3191	75	1078
	3.CAPITALIZATION	3798	89	471
	4.CORRECT ENGLISH USAGE	2979	70	1290
	5.SENTENCE STRUCTURE	3453	81	816
	6.COMMONLY USED FORMS	3658	86	611

WRITTEN COMPOSITION

ORGANIZATION OF IDEAS }
APPROP. RESPONSE--PURPOSE/AUDIENCE }

% R.S.OF 4	% R.S.OF 3	% R.S.OF 2	% R.S.OF 1	% R.S.OF 0
0	10	71	15	4

HANDWRITING

% ACCEPTABLE	% HARD TO READ	% ILLEGIBLE	% NOT RATABLE
93	4	0	3

STUDENTS TESTED: 4269 TOTAL WRITING: 3301 77 968

GROUP CHARACTERISTICS

	NUMBER	PERCENT
TOTAL ENROLLMENT	4873	
Number Not Tested	553	
The following data are based on NUMBER OF STUDENTS TESTED	4320	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	14	0
Asian or Pacific Islander	64	1
Black	750	17
Hispanic	1122	26
White	2370	55
FREE/REDUCED PRICE MEAL PROGRAM	1030	24
TITLE I REGULAR PROGRAM	6	0
TITLE I MIGRANT PROGRAMS		
Language Arts Program	44	1
Mathematics Program	0	0
Oral Language Development Program	44	1
Eligible but not Participating	38	1
Neither Eligible nor Participating	4238	98
LIMITED ENGLISH PROFICIENCY	113	3
BILINGUAL PROGRAM	101	2
SPECIAL EDUCATION PROGRAM		
Learning Disability	220	5
Emotionally Disturbed	20	0
Speech Handicapped	21	0
Other Handicapping Condition	6	0
Non Special Education Students	4071	94
STATE GIFTED/TALENTED PROGRAM	48	1

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

RETESTED STUDENTS

REPORT DATE MAY 1982
DATE OF TESTING FEBRUARY 1982
GRADE 09-EXIT LEVEL

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	455	92	40
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	398	80	97
	3.SOLVE PROBLEMS: +, -, x, ÷	225	45	270
	4.USE FRACTIONS/MIXED NOS: +, -, x	233	47	262
	5.USE DECIMALS: +, -, x, ÷	340	69	155
	6.SOLVE PERSONAL FINANCE PROBLEMS	190	38	305
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	400	81	95
	8.USE MEASUREMENT UNITS	301	61	194
	9.USE RATIO/PROPORTION/PERCENT	141	28	354
	10.DETERMINE DISTANCE/LOCATION ON MAPS	395	80	100
	11.READ, INTERPRET CHARTS/GRAPHS	410	83	85
	STUDENTS TESTED: 495 TOTAL MATHEMATICS:	290	59	205
READING	1.IDENTIFY MAIN IDEA	249	50	248
	2.SEQUENCE EVENTS	261	53	236
	3.PERCEIVE CAUSE-EFFECT	297	60	200
	4.EVALUATE INFORMATION	264	53	233
	5.DISTINGUISH FACT, NON-FACT	226	45	271
	6.DRAW CONCLUSIONS	279	56	218
	7.MAKE GENERALIZATIONS	234	47	263
	8.FOLLOW WRITTEN DIRECTIONS	414	83	83
	9.USE PARTS OF BOOK	260	52	237
	10.USE REFERENCE SKILLS	373	75	124
	11.USE MAPS, CHARTS	309	62	188
	STUDENTS TESTED: 497 TOTAL READING:	258	52	239
WRITING	1.SPELLING	412	84	77
	2.PUNCTUATION	306	63	183
	3.CAPITALIZATION	400	82	89
	4.CORRECT ENGLISH USAGE	243	50	246
	5.SENTENCE STRUCTURE	338	69	151
	6.COMMONLY USED FORMS	389	80	100
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS } APPROP. RESPONSE--PURPOSE/AUDIENCE } % R.S.OF 4: 0 % R.S.OF 3: 3 % R.S.OF 2: 62 % R.S.OF 1: 28 % R.S.OF 0: 8 HANDWRITING % ACCEPTABLE: 87 % HARD TO READ: 6 % ILLEGIBLE: 0 % NOT RATABLE: 7			
	STUDENTS TESTED: 489 TOTAL WRITING:	292	60	197

GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

The following data are based on NUMBER OF STUDENTS TESTED: NUMBER PERCENT

ETHNIC COMPOSITION
American Indian or Alaskan Native
Asian or Pacific Islander
Black
Hispanic
White

FREE/REDUCED PRICE MEAL PROGRAM

TITLE I REGULAR PROGRAM

THIS INFORMATION REPORTED ONLY ON SUMMARY FOR ALL STUDENTS

TITLE I MIGRANT PROGRAMS
Language Arts Program
Mathematics Program
Oral Language Development Program
Eligible but not Participating
Neither Eligible nor Participating

LIMITED ENGLISH PROFICIENCY

BILINGUAL PROGRAM

SPECIAL EDUCATION PROGRAM
Learning Disability
Emotionally Disturbed
Speech Handicapped
Other Handicapping Condition
Non Special Education Students

STATE GIFTED/TALENTED PROGRAM

*These numbers vary slightly from some found in the TABS Technical Report (Publication 81.58) because the demographic codes were updated by ORE after this summary page was provided by TEA.

81.30
(81.74)

Test Profiles

ABSTRACT

Title: Austin Independent School District Achievement Profiles, 1981-82: Vols. I, II, and III, Elementary Schools (Iowa Tests of Basic Skills); Vol. IV, Junior High Schools (Iowa Tests of Basic Skills) and Senior High Schools (Sequential Tests of Educational Progress)

Contact Persons: Kevin Matter, Glynn Ligon

No. Pages: 2,100

Summary:

These volumes are tabular records of the results on the Iowa Tests of Basic Skills (ITBS) (grades K-8) and the Sequential Tests of Educational Progress (STEP) (grades 9-12) for 1981-82 and past years. Test results are presented for each school in the Austin Independent School District. Where applicable, results for previous years are presented for purposes of comparison. District summaries at each grade level are presented, also. All achievement summaries are presented separately for each grade, for the total group, and for each of three ethnic groups.

Achievement areas measured by the ITBS or STEP in 1981-82 at each grade were as follows:

ITBS			STEP
KINDERGARTEN	GRADES 1 AND 2	GRADES 3-8	GRADES 9-12
Listening	Reading	Reading	Reading
Language	Spelling	Language	Math
Math	Word Analysis	Work-Study	Science
	Math	Math	Mechanics of Writing

A foreword at the beginning of each volume is divided into four major sections:

1. A description of the tests administered.

2. A discussion of the limitations of the achievement data, including an explanation of which groups of students were exempted from the testing, a description of the testing situations, and the methods used for scoring the tests.

3. An explanation of how to read the tables, including a brief explanation of the way that median percentile scores are derived, both for a national norm group and for a particular group of local students.

4. An explanation of each school's characteristics that are reported along with the test data in order to define the context in which the test scores were made. Included are the number of students enrolled in the school, the percent attendance, the pupil/teacher ratio, the percentage of low-income students, the ethnic distribution of the student body, and the major special programs operating in each school.

The following school summary test scores are presented in tabular form for each skills areas, separately for each grade within each school:

ITBS	STEP
Scores for the Total Group and by Ethnicity	
. Median Percentiles . Grade Equivalents	. Median Percentiles based on 1970 norms . Median Percentiles based on 1978 norms
Scores for the Total Group Only	
. Percent of students scoring in various percentile ranges . Percent of students scoring plus or minus 1.0 grade equivalent from grade level	. Percent of students scoring in various percentile ranges (1970 norms)

These summary scores are also provided for students who were tested in each of the past two, three, and four (STEP only) years. These scores reflect achievement of the same students over time.

Similar tables are presented for the District summaries, separately for each grade and for each skills area. The elementary District summaries appear at the beginning of Volume I, with the junior and senior high District summaries at the beginning of Volume IV.

Examples of a "School Characteristics Page" (which serves as a cover page for the achievement tables) and the tables displaying ITBS and STEP information are shown on the following pages.

SCHOOL CHARACTERISTICS

School XXXX
(Grades K, 4-6)

	1980-81		1981-82		1982-83		1983-84		1984-85	
	K	4-6	K	4-6	K	4-6	K	4-6	K	4-6
MEMBERSHIP	32	227	30	203						
PERCENT ATTENDANCE	94	93	93	92						
PUPIL/ TEACHER RATIO (PTR)	18.5	24.1	18.0	20.2						
% LOW INCOME STUDENTS	23	58	18	51						
ETHNIC DISTRIBUTION % H : B : A :	13 8 79	32 23 45	13 10 77	33 30 37						
MAJOR SPECIAL PROGRAMS	. Local/State Bilingual . SCE		. Local/State Bilingual . SCE							

BRIEF DEFINITION

MEMBERSHIP: The number of students on the current roll of the school (including regular and special education students) averaged for the entire year.

PERCENT ATTENDANCE: The percentage of students on the current roll who actually are present (including regular and special education students) averaged for the entire year.

PUPIL/TEACHER RATIO: The average number of students (regular and resource) per regular classroom teacher in the school.

% LOW-INCOME STUDENTS: The percent of students at the school who qualify for free and reduced lunch, based upon the third six-weeks membership.

ETHNIC DISTRIBUTION: The percent of enrolled students on October 1st who are Hispanic (H), Black (B), and Anglo/Other (A).

MAJOR SPECIAL PROGRAMS: Programs bringing additional resources to a number of schools in the District, having a direct effect on achievement, and operating in this school.

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 3
DATE OF REPORT: JUNE, 1982

			ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
			GR.3 79-80	GR.3 80-81	GR.3 81-82	GR.2 80-81	GR.3 81-82	GR.1 79-80	GR.2 80-81	GR.3 81-82
COMPOSITE	ALL STUDENTS	GE	4.05	4.04	4.25	3.23	4.27	2.19	3.25	4.29
		%ILE	56	56	62	62	63	65	63	63
		NUMBER TESTED	4279	3716	3516	2838	2838	2330	2330	2330
	BLACK	GE	3.23	3.43	3.53	2.70	3.56	1.90	2.73	3.56
		%ILE	31	37	41	45	41	54	46	41
		NUMBER TESTED	757	731	691	583	583	474	474	474
	HISPANIC	GE	3.40	3.45	3.80	2.84	3.93	1.88	2.87	3.98
		%ILE	38	38	51	50	52	54	51	54
		NUMBER TESTED	1078	1082	1008	863	863	716	716	716
	ANGLO/OTHER	GE	4.54	4.62	4.76	3.74	4.83	2.56	3.76	4.83
		%ILE	70	72	75	79	78	78	79	78
		NUMBER TESTED	2444	1903	1817	1392	1392	1140	1140	1140
READING TOTAL	ALL STUDENTS	GE	3.98	3.94	4.10	3.20	4.13	2.24	3.21	4.14
		%ILE	54	53	58	64	59	68	65	60
		NUMBER TESTED	4281	3781	3558	2838	2838	2330	2330	2330
	BLACK	GE	3.12	3.25	3.38	2.62	3.42	1.86	2.64	3.42
		%ILE	30	34	37	41	38	53	42	38
		NUMBER TESTED	760	757	705	583	583	474	474	474
	HISPANIC	GE	3.27	3.31	3.68	2.79	3.71	1.90	2.81	3.75
		%ILE	34	35	47	49	48	55	50	48
		NUMBER TESTED	1078	1108	1018	863	863	716	716	716
	ANGLO/OTHER	GE	4.54	4.60	4.87	3.77	4.75	2.68	3.79	4.75
		%ILE	69	71	73	83	75	82	83	75
		NUMBER TESTED	2443	1918	1835	1392	1392	1140	1140	1140
VOCABULARY	ALL STUDENTS	GE	4.00	3.93	4.03	3.15	4.07	2.24	3.16	4.09
		%ILE	58	54	57	62	58	68	62	59
		NUMBER TESTED	4283	3785	3564	2838	2838	2330	2330	2330
	BLACK	GE	3.12	3.29	3.34	2.54	3.40	1.91	2.58	3.43
		%ILE	32	37	38	42	39	55	43	40
		NUMBER TESTED	760	757	705	583	583	474	474	474
	HISPANIC	GE	3.21	3.27	3.60	2.72	3.68	1.98	2.74	3.69
		%ILE	34	36	45	48	48	57	48	47
		NUMBER TESTED	1078	1111	1022	863	863	716	716	716
	ANGLO/OTHER	GE	4.57	4.61	4.80	3.65	4.67	2.63	3.68	4.67
		%ILE	71	72	72	76	74	80	76	74
		NUMBER TESTED	2445	1917	1837	1392	1392	1140	1140	1140
READING COMPREHENSION	ALL STUDENTS	GE	3.89	3.87	4.08	3.17	4.11	2.19	3.19	4.11
		%ILE	52	52	58	62	58	66	62	58
		NUMBER TESTED	4283	3784	3559	2838	2838	2330	2330	2330
	BLACK	GE	3.12	3.20	3.37	2.65	3.41	1.85	2.67	3.39
		%ILE	32	34	38	45	39	53	46	38
		NUMBER TESTED	761	758	705	583	583	474	474	474
	HISPANIC	GE	3.27	3.36	3.73	2.78	3.77	1.87	2.83	3.80
		%ILE	36	38	48	50	50	53	51	50
		NUMBER TESTED	1078	1109	1019	863	863	716	716	716
	ANGLO/OTHER	GE	4.43	4.52	4.65	3.81	4.72	2.67	3.81	4.73
		%ILE	67	69	72	78	74	80	78	74
		NUMBER TESTED	2444	1917	1835	1392	1392	1140	1140	1140

AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS
IOWA TESTS OF BASIC SKILLS

SCHOOL: DISTRICTWIDE
GRADE: 3
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED			STUDENTS TESTED THE LAST 2 YEARS		STUDENTS TESTED THE LAST 3 YEARS		
		GR.3 79-80	GR.3 80-81	GR.3 81-82	GR.2 80-81	GR.3 81-82	GR.1 79-80	GR.2 80-81	GR.3 81-82
COMPOSITE									
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99	12%	12%	14%	19%	14%	19%	20%	14%
	75-99	30%	31%	36%	38%	37%	38%	39%	37%
	1-25	23%	22%	14%	14%	13%	9%	13%	13%
	1-10	10%	8%	4%	3%	4%	2%	3%	3%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE	25%	25%	28%	28%	30%	24%	28%	30%
	-1 GE	15%	14%	8%	5%	8%	1%	5%	7%
NUMBER TESTED		4279	3716	3516	2838	2838	2330	2330	2330
READING TOTAL									
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99	10%	10%	11%	21%	11%	22%	22%	12%
	75-99	28%	28%	30%	41%	31%	45%	41%	31%
	1-25	23%	23%	17%	16%	16%	9%	16%	15%
	1-10	7%	8%	4%	7%	3%	2%	6%	3%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE	25%	25%	27%	28%	28%	26%	28%	27%
	-1 GE	19%	18%	13%	8%	11%	3%	8%	11%
NUMBER TESTED		4281	3781	3556	2838	2838	2330	2330	2330
VOCABULARY									
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99	11%	11%	10%	16%	10%	16%	16%	11%
	75-99	33%	32%	33%	32%	34%	40%	32%	34%
	1-25	20%	19%	15%	15%	13%	11%	14%	12%
	1-10	10%	10%	8%	7%	5%	3%	7%	4%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE	26%	25%	26%	26%	27%	22%	26%	27%
	-1 GE	20%	19%	15%	12%	13%	5%	11%	12%
NUMBER TESTED		4283	3785	3584	2838	2838	2330	2330	2330
READING COMPREHENSION									
% OF STUDENTS SCORING IN THESE %ILE RANGES	90-99	9%	9%	11%	12%	12%	18%	13%	12%
	75-99	27%	27%	30%	35%	31%	40%	35%	31%
	1-25	22%	23%	16%	12%	16%	10%	11%	15%
	1-10	11%	10%	6%	4%	6%	5%	3%	5%
% AT LEAST THIS FAR FROM GRADE LEVEL	+1 GE	23%	24%	27%	30%	28%	25%	30%	28%
	-1 GE	20%	19%	13%	7%	12%	5%	6%	12%
NUMBER TESTED		4283	3784	3559	2838	2838	2330	2330	2330

AUSTIN INDEPENDENT SCHOOL DISTRICT

ACHIEVEMENT PROFILE/MEDIANS
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 12
DATE OF REPORT: JUNE, 1982

			ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS		STUDENTS TESTED EACH OF THE LAST THREE YEARS			STUDENTS TESTED EACH OF THE LAST FOUR YEARS			
			GR. 12 77-78	GR. 12 78-79	GR. 12 79-80	GR. 12 80-81	GR. 12 81-82	GR. 11 80-81	GR. 12 81-82	GR. 10 79-80	GR. 11 80-81	GR. 12 81-82	GR. 09 78-79	GR. 10 79-80	GR. 11 80-81	GR. 12 81-82
READING	ALL STUDENTS	1970 %ILE	41	44	47	42	40	47	41	52	48	43	49	52	49	44
		1978 %ILE	51	53	54	52	50	54	51	57	54	53	62	58	54	53
		NUMBER TESTED	2043	2725	2704	2830	2819	2264	2264	1794	1794	1794	1597	1597	1597	1597
	BLACK	1970 %ILE	14	14	14	15	13	16	13	21	17	14	21	21	17	14
		1978 %ILE	33	33	33	34	32	37	33	40	37	33	45	40	37	33
		NUMBER TESTED	257	285	221	337	401	317	317	266	266	266	241	241	241	241
	HISPANIC	1970 %ILE	19	17	25	21	18	22	19	23	23	21	26	23	25	21
		1978 %ILE	36	35	42	36	36	40	37	42	40	36	49	42	41	38
		NUMBER TESTED	395	411	359	521	547	427	427	319	319	319	278	278	278	278
	ANGLO/OTHER	1970 %ILE	54	53	55	52	54	61	57	65	62	58	62	66	62	58
		1978 %ILE	57	57	58	56	57	60	58	65	61	59	68	[illegible]	61	60
		NUMBER TESTED	1391	2029	2124	1972	1871	1520	1520	1209	1209	1209	1078	1078	1078	1078
MATH BASIC CONCEPTS	ALL STUDENTS	1970 %ILE	52	55	55	53	53	59	56	58	61	59	53	60	63	61
		1978 %ILE	62	65	65	63	63	69	66	70	70	70	69	71	72	72
		NUMBER TESTED	2038	2716	2690	2819	2810	2264	2264	1794	1794	1794	1597	1597	1597	1597
	BLACK	1970 %ILE	23	21	21	26	24	25	24	26	24	25	24	27	24	25
		1978 %ILE	36	34	33	39	37	[illegible]	37	40	38	38	40	41	38	36
		NUMBER TESTED	255	285	220	331	398	317	317	266	266	266	241	241	241	241
	HISPANIC	1970 %ILE	27	30	32	31	28	32	29	35	34	32	27	35	35	32
		1978 %ILE	40	42	44	43	40	45	41	48	47	43	45	48	47	44
		NUMBER TESTED	394	409	358	519	547	427	427	319	319	319	278	278	278	278
	ANGLO/OTHER	1970 %ILE	63	64	64	65	69	72	70	71	73	72	68	71	74	74
		1978 %ILE	74	76	76	76	81	86	83	82	86	86	80	83	87	88
		NUMBER TESTED	1389	2022	2112	1969	1865	1520	1520	1209	1209	1209	1078	1078	1078	1078
MATH COMPUTATION	ALL STUDENTS	1970 %ILE	46	50	50	47	46	55	49	57	57	52	55	59	58	54
		1978 %ILE	67	71	70	68	67	77	69	80	78	73	78	80	80	74
		NUMBER TESTED	1876	2657	2694	2813	2801	2264	2264	1794	1794	1794	1597	1597	1597	1597
	BLACK	1970 %ILE	12	14	15	18	19	24	20	27	26	22	24	27	26	21
		1978 %ILE	26	29	30	35	38	43	40	49	46	43	47	49	46	43
		NUMBER TESTED	218	274	225	340	403	317	317	266	266	266	241	241	241	241
	HISPANIC	1970 %ILE	23	27	29	27	26	36	26	36	37	29	36	39	39	32
		1978 %ILE	45	49	52	49	47	58	48	61	60	52	60	65	62	55
		NUMBER TESTED	375	391	357	517	546	427	427	319	319	319	278	278	278	278
	ANGLO/OTHER	1970 %ILE	58	59	58	57	61	67	63	70	69	65	69	72	70	66
		1978 %ILE	77	77	77	77	78	84	80	87	85	80	86	87	86	81
		NUMBER TESTED	1263	1992	2112	1956	1852	1520	1520	1209	1209	1209	1078	1078	1078	1078

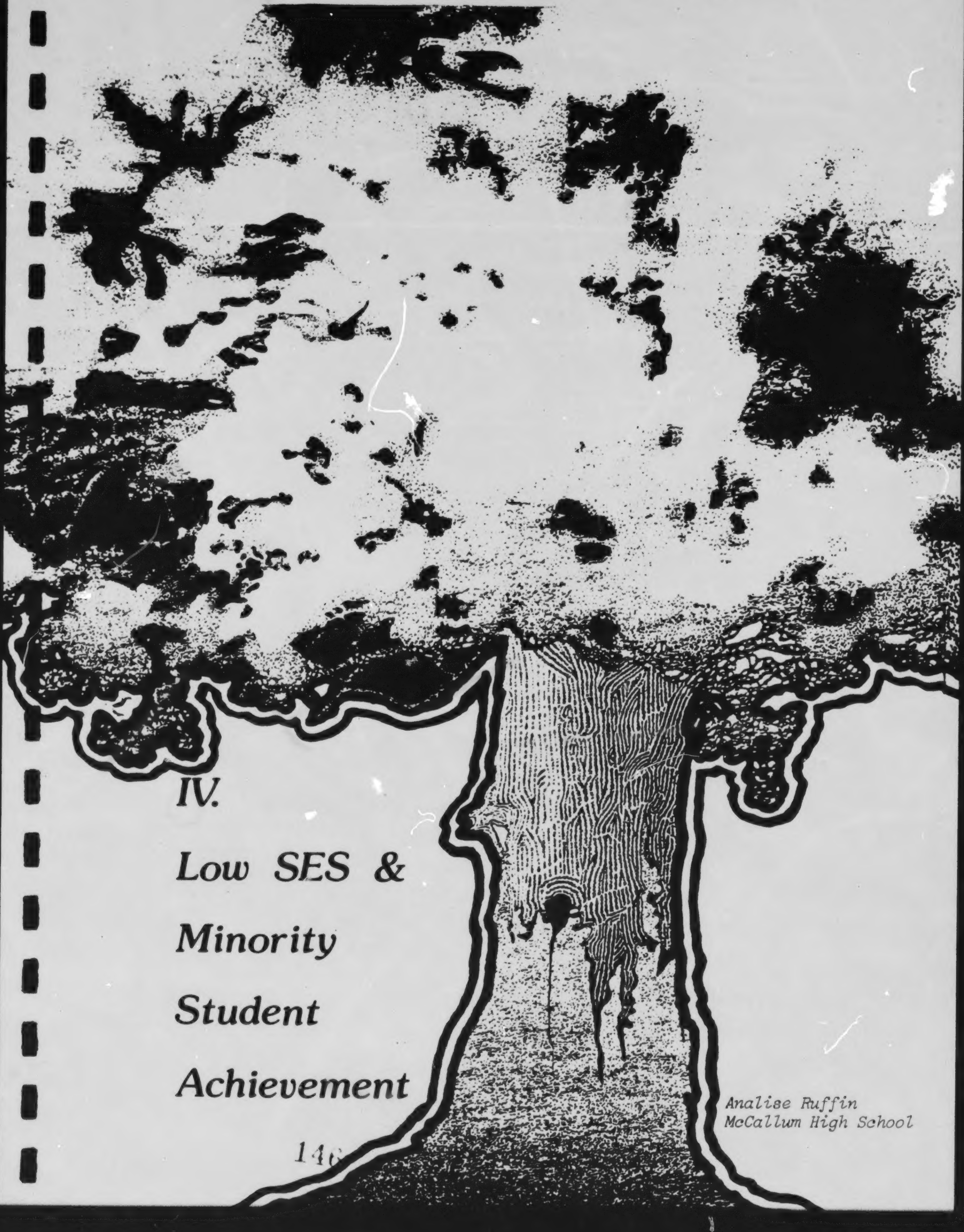
AUSTIN INDEPENDENT SCHOOL DISTRICT

PROFILE OF HIGH AND LOW ACHIEVERS ***** 1970 NORMS *****
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

SCHOOL: DISTRICTWIDE
GRADE: 12
DATE OF REPORT: JUNE, 1982

		ALL STUDENTS TESTED					STUDENTS TESTED BOTH OF THE LAST TWO YEARS		STUDENTS TESTED EACH OF THE LAST THREE YEARS			STUDENTS TESTED EACH OF THE LAST FOUR YEARS			
		GR. 12 77-78	GR. 12 78-79	GR. 12 79-80	GR. 12 80-81	GR. 12 81-82	GR. 11 80-81	GR. 12 81-82	GR. 10 79-80	GR. 11 80-81	GR. 12 81-82	GR. 09 78-79	GR. 10 79-80	GR. 11 80-81	GR. 12 81-82
READING															
% OF STUDENTS	90-99	11%	11%	12%	11%	11%	11%	11%	13%	11%	12%	13%	14%	11%	13%
SCORING IN	75-99	23%	25%	28%	24%	24%	27%	25%	28%	28%	27%	28%	28%	[illegible]	27%
THESE %ILE	1-25	36%	34%	31%	35%	38%	32%	36%	28%	31%	34%	26%	27%	30%	34%
RANGES	1-10	18%	17%	15%	15%	19%	13%	17%	13%	12%	17%	8%	12%	12%	16%
NUMBER TESTED		2043	2725	2704	2830	2819	2264	2264	1794	1794	1794	1597	1597	1597	1597
MATH BASIC CONCEPTS															
% OF STUDENTS	90-99	12%	14%	15%	13%	13%	17%	14%	17%	19%	15%	14%	18%	20%	18%
SCORING IN	75-99	28%	32%	33%	31%	32%	35%	34%	33%	36%	37%	30%	34%	38%	38%
THESE %ILE	1-25	27%	23%	23%	24%	27%	20%	25%	20%	20%	23%	23%	19%	19%	23%
RANGES	1-10	12%	10%	9%	10%	12%	9%	11%	9%	8%	11%	11%	9%	8%	11%
NUMBER TESTED		2038	2718	2690	2819	2810	2264	2264	1794	1794	1794	1597	1597	1597	1597
MATH COMPUTATION															
% OF STUDENTS	90-99	10%	10%	11%	9%	8%	13%	9%	17%	14%	10%	12%	18%	15%	11%
SCORING IN	75-99	28%	27%	29%	25%	25%	30%	27%	35%	32%	30%	32%	37%	33%	31%
THESE %ILE	1-25	33%	29%	29%	30%	32%	20%	30%	20%	18%	29%	23%	18%	18%	28%
RANGES	1-10	18%	13%	12%	12%	13%	8%	12%	7%	5%	12%	9%	6%	5%	12%
NUMBER TESTED		1878	2657	2694	2813	2801	2264	2264	1794	1794	1794	1597	1597	1597	1597
MECHANICS OF WRITING															
% OF STUDENTS	90-99	6%	[illegible]	7%		6%		7%	8%		7%	9%	8%		7%
SCORING IN	75-99	17%	20%	20%		19%		21%	24%		21%	25%	25%		22%
THESE %ILE	1-25	42%	38%	38%		41%		39%	30%		37%	30%	29%		35%
RANGES	1-10	20%	19%	18%		21%		19%	14%		18%	14%	13%		18%
NUMBER TESTED		2025	2715	2695		2810		2264	1794		1794	1597	1597		1597
ENGLISH EXPRESSION															
% OF STUDENTS	90-99	10%	9%	12%	10%		10%		9%	10%		9%	9%	11%	
SCORING IN	75-99	19%	20%	23%	20%		23%		22%	24%		22%	22%	24%	
THESE %ILE	1-25	41%	39%	36%	37%		34%		33%	33%		35%	32%	32%	
RANGES	1-10	23%	22%	20%	20%		19%		16%	18%		15%	15%	17%	
NUMBER TESTED		2025	2711	2690	2825		2264		1794	1794		1597	1597	1597	
SCIENCE															
% OF STUDENTS	90-99	10%	11%	12%		9%		10%	13%		11%	13%	13%		11%
SCORING IN	75-99	25%	28%	28%		23%		25%	27%		28%	30%	28%		27%
THESE %ILE	1-25	33%	29%	27%		34%		32%	26%		32%	25%	25%		31%
RANGES	1-10	16%	15%	13%		16%		15%	12%		15%	12%	11%		14%
NUMBER TESTED		1869	2658	2693		2799		2264	1794		1794	1597	1597		1597
SOCIAL STUDIES															
% OF STUDENTS	90-99	9%	9%	10%	10%		11%		9%	12%		9%	10%	13%	
SCORING IN	75-99	19%	21%	21%	19%		23%		23%	25%		24%	24%	26%	
THESE %ILE	1-25	36%	33%	33%	35%		31%		29%	31%		29%	28%	30%	
RANGES	1-10	18%	17%	17%	18%		15%		12%	14%		10%	11%	13%	
NUMBER TESTED		1868	2653	2681	2819		2264		1794	1794		1597	1597	1597	

(81.74)



IV.

Low SES & Minority Student Achievement

Analise Ruffin
McCallum High School

81.30

FINAL REPORT

Project Title: Low-Socioeconomic-Status (SES) and Minority Student Achievement

Contact Persons: Glynn Ligon, Kevin Matter

Major Positive Findings:

1. Over the past few years, minority students have made greater achievement gains than have Anglo students.

2. There are minority students scoring in the highest percentile ranges at all grade levels. A significant number of minority students score above the average for Anglo students in AISD.

3. Teachers and administrators agree that the District's emphasis on improving minority-student achievement has been effective in improving their performance.

4. A higher proportion of minority students graduated, and a lower proportion left school in 1981-82 than in the past.

5. AISD minority students score above average in all areas for students of all ethnicities in urban school districts (grades 1-8).

6. AISD minority students achieved median scores above the national average for all students in the following areas.

Hispanic Students:	Word Analysis (grade 1) Work-Study Skills (grade 3) Language Skills (grades 3 and 5) Math Computation (grades 10 and 11)
Black Students:	Language Skills (grades 2 and 3)

Major Findings Requiring Action:

1. As minority students progress upward through the grades, the gap between their average achievement and that of Anglo students increases.

2. Average achievement test scores for AISD minority students are below the national average in most areas in all grades.

   - Anglo students outscore minority students on achievement tests in all areas at all grades.

   - Hispanic students generally outscore Black students on achievement tests.

HOW DOES THE ACHIEVEMENT OF AISD MINORITY STUDENTS COMPARE TO THE ACHIEVEMENT OF OTHER STUDENTS?

- Anglo students outscore minority students on achievement tests in all areas at all grades.
- Hispanic students generally outscore Black students on achievement tests.
- Over the past few years, minority students have made greater achievement gains than have Anglo students; consequently, the difference between the groups has lessened within each grade level.
- As minority students progress upward through the grades, the gap between their performance and the performance of Anglo students increases.
- There are minority students scoring in the highest ranges of the achievement tests at all grade levels. A significant number of minority students score above the average for Anglo students in AISD.
- AISD minority students score above average in all areas for students of all ethnicities in urban school districts (grades 1-8).

Figure 1 graphically displays the relationship of average achievement for the three ethnic groups across grades 1-12. These graphs show median grade equivalents for reading tests; however, the pattern of achievement is similar in all areas. Compared to national norming groups in 1978, both Hispanic and Black students' medians are generally below the national average. The notable exceptions, areas where AISD minority medians are at or above the 50th percentile are:

Hispanic Students: Word Analysis (grade 1)
Work-Study Skills (grade 3)
Language Skills (grades 3 and 5)
Math Computation (grades 10 and 11)

Black Students: Language Skills (grades 2 and 3)

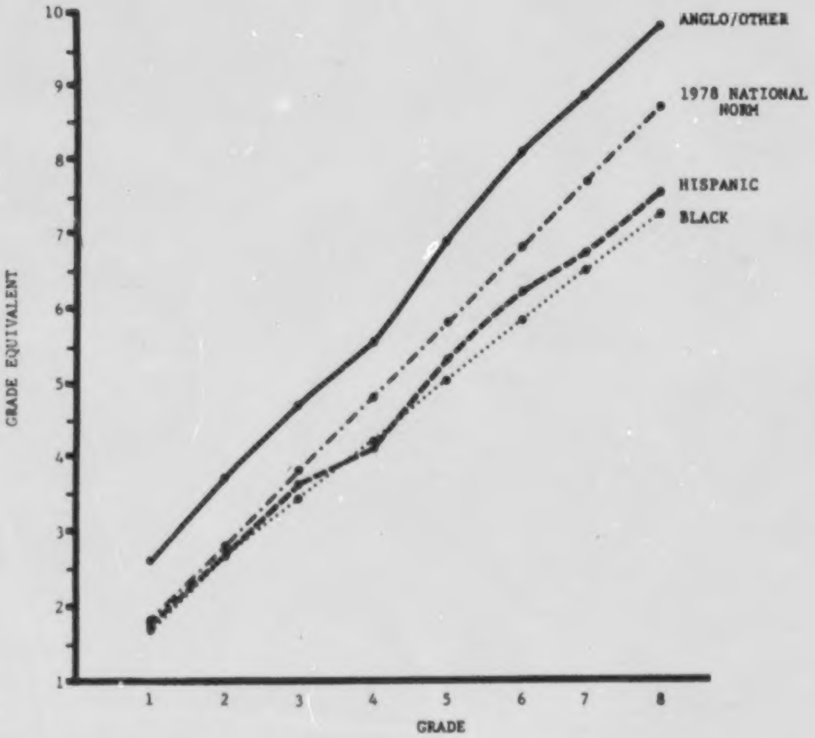
Kindergarten achievement follows a similar pattern (see Figures 2 and 3).

Figures 4-7 appear at the end of the text (pages IV-7 - IV-11).

Figure 4 shows how many students score in the highest and lowest ranges of the ITBS and STEP. Minority groups are represented by a higher proportion of students in the lowest 25 percentiles; however, there are significant numbers of minority students who score in the top 25 percentiles--above the average for the Anglo students in AISD.

Figures 5 and 6 present for comparison the medians for the District and for each ethnic group.

81.30



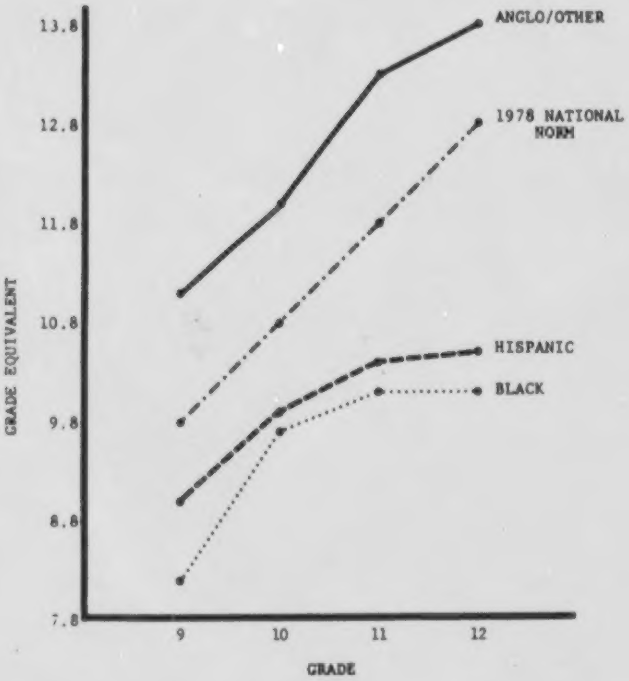


Figure 1. MEDIAN READING GRADE EQUIVALENT SCORES BY ETHNIC GROUP, 1981-82. Medians are for 1978 Norms on ITBS Reading Total (Grades 1-8) and STEP Reading (Grades 9-12).

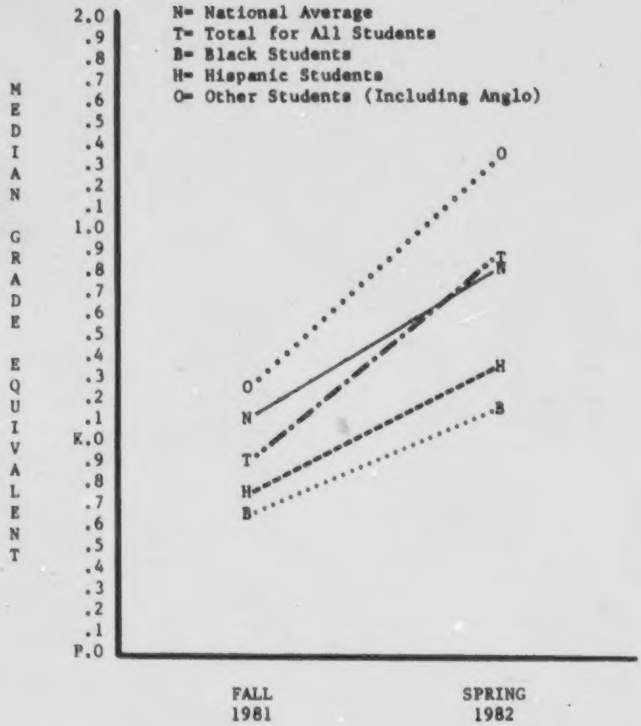


Figure 2. ITBS LANGUAGE TEST GAINS FOR KINDERGARTEN STUDENTS, FALL TO SPRING, BY ETHNICITY.

TEST	ETHNICITY	All Students Tested				Students Tested Both Fall & Spring			
		Percentiles		Grade Equivalents		Percentiles		Grade Equivalents	
		Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982
Language	Black	14	23	P.66	K.14	14	23	P.66	K.14
	Hispanic	19	32	P.74	K.34	20	34	P.75	K.37
	Other	45	63	K.13	1.28	51	65	K.25	1.36
	Total	29	50	P.88	K.80	32	52	P.92	K.87
Listening	Black		30		K.43				
	Hispanic		36		K.57				
	Other		62		1.08				
	Total		48		K.80				
Math	Black		28		K.27				
	Hispanic		30		K.36				
	Other		61		1.12				
	Total		48		K.77				

NOTE: Fall percentiles will underestimate actual achievement levels because AISD tested six weeks before the date the ITBS was normed.

Figure 3. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES FOR KINDERGARTENERS, FALL AND SPRING, 1981-82.

WHAT ARE THE ACHIEVEMENT LEVELS OF AISD STUDENTS WHO QUALIFY FOR A FREE OR REDUCED-PRICE LUNCH?

- Students who qualify for a free or reduced-price lunch because their family income is low score lower on the ITBS and STEP than do those who do not qualify.
- Of these students from low-income families, Anglo students score higher than minorities. Hispanic students score higher than do Black students.

The free and reduced-price lunch program has established guidelines for family income related to family size which qualify students for participation. All the students who applied and were eligible for the program and their siblings who were assumed to be eligible even though they did not participate were categorized as low-income students for this comparison. As would have been expected based upon current research findings, the students from low-income families do noticeably less well on achievement tests than do students from higher income families. Figure 7 presents the median percentile scores for each ethnic group from grades 1-12.

WHAT ARE THE SCHOOL LEAVER RATES FOR MAJORITY AND MINORITY STUDENTS?

The percent of AISD students who withdrew and were not known to go to other schools decreased in 1981-82 for all three ethnic groups. The 2.6% school leaver rate for Blacks in 1981-82 is the lowest in four years. The rate for Hispanics was 3.6%,down from 3.8% a year ago. The rate for all other ethnicities was 2.1%, the lowest rate in three years. Only twice in the last ten years have Blacks and Anglos recorded lower school leaver rates than in 1981-82.

WHAT ARE THE GRADUATION RATES FOR MAJORITY AND MINORITY STUDENTS?

In 1981-82, 17.3% of the Black and 15.7% of the Hispanic students in AISD high schools graduated. The 15.7% graduation rate for Hispanic students is the highest on record since 1971-72 for that ethnic group. The 17.3% rate for Blacks is also their highest since 1971-72. The graduation rate for all other ethnicities was 22.7% in 1981-82, matching last year's mark as the highest on record. Graduation rate is calculated by dividing the number of graduates by the total enrollment in grades 9-12, as of October 1.

WHAT ARE THE PARTICIPATION RATES FOR MINORITY STUDENTS ON THE SAT AND ACT?

A greater percentage of AISD students who took the American College Test (ACT) in 1980-81 were Black or Hispanic than in the national sample. Of the AISD students who took the ACT, 26% were minority students--double the percentage of minority students in the national sample.

AISD had a smaller percentage of Black students and a greater percentage of Hispanic students take the Scholastic Aptitude Test (SAT) than nationwide in 1980-81. Minority students comprised about 20% of the AISD SAT-takers, about two percentage points more than nationwide.

WHAT DO TEACHERS AND ADMINISTRATORS SAY ABOUT THE EFFECT OF AISD'S EMPHASIS ON LOW SES AND MINORITY STUDENT ACHIEVEMENT?

One half of the teachers and administrators were surveyed in the spring of 1982. Of those who expressed an opinion:

- 34% of the teachers and 43% of the administrators agreed that the emphasis on low SES and minority student achievement has been effective in improving performance.
- 23% of the teachers and 19% of the administrators disagreed.
- There was stronger agreement among teachers at the elementary than at the secondary level.

READING PERCENTILE RANGES

	1-25			75-99		
GRADE	O	B	H	O	B	H
1	8	27	22	58	20	24
2	8	34	30	58	20	19
3	7	34	24	47	8	15
4	11	43	44	43	10	11
5	9	45	40	49	9	11
6	8	45	37	50	9	13
7	9	44	40	47	8	11
8	10	49	42	48	7	12
9	5	31	26	31	3	6
10	5	29	24	24	3	5
11	4	21	17	21	1	5
12	6	33	23	19	2	4

O = Anglo/Other B = Black H = Hispanic
Reading Total for 1-8; Reading for 9-12

MATH PERCENTILE RANGES

	1-25			75-99		
GRADE	O	B	H	O	B	H
1	10	33	25	44	12	16
2	10	36	27	43	13	17
3	9	35	23	49	14	23
4	13	39	38	39	9	11
5	9	36	29	46	11	14
6	9	41	34	47	10	14
7	11	43	32	46	6	15
8	14	44	36	46	8	14
9	7	37	23	56	12	23
10	4	25	16	61	19	29
11	6	25	14	63	16	30
12	9	34	23	56	11	21

O = Anglo/Other B = Black H = Hispanic
Math Total for 1-8; Math Computation for 9-12

Figure 4. PERCENT OF AISD STUDENTS SCORING IN SELECTED PERCENTILE RANGES IN 1981-82 (1978 NORMS).

GRADE	ETHNICITY	READING TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	42	42	44	1.62	1.62	1.67
	Hispanic	46	45	47	1.70	1.68	1.72
	Other	77	80	80	2.48	2.61	2.59
	Total	61	63	62	2.08	2.12	2.10
2	Black	36	36	43	2.45	2.45	2.65
	Hispanic	33	40	42	2.38	2.59	2.65
	Other	77	80	80	3.56	3.68	3.67
	Total	58	60	62	3.03	3.10	3.15
3	Black	30	34	37	3.12	3.25	3.38
	Hispanic	34	35	47	3.27	3.31	3.68
	Other	69	71	73	4.54	4.60	4.67
	Total	54	53	58	3.98	3.94	4.10
4	Black	23	25	32	3.82	3.92	4.18
	Hispanic	30	31	31	4.11	4.14	4.13
	Other	74	72	68	5.82	5.73	5.57
	Total	56	53	51	5.06	4.97	4.88
5	Black	26	25	29	4.85	4.85	5.00
	Hispanic	31	35	35	5.08	5.21	5.24
	Other	72	76	74	6.82	7.04	6.92
	Total	55	59	57	6.06	6.21	6.13
6	Black	20	27	28	5.39	5.78	5.84
	Hispanic	26	32	36	5.69	6.01	6.19
	Other	69	74	74	7.77	8.01	8.04
	Total	52	57	59	6.95	7.14	7.25
7	Black	19	25	28	5.89	6.25	5.47
	Hispanic	23	29	33	6.13	6.49	6.71
	Other	67	71	71	8.61	8.74	8.80
	Total	49	52	54	7.62	7.82	7.94
8	Black	18	21	26	6.59	6.87	7.20
	Hispanic	24	26	30	7.04	7.19	7.51
	Other	67	69	71	9.60	9.75	9.84
	Total	47	51	54	8.47	8.71	8.90

GRADE	ETHNICITY	MATH TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	34	33	36	1.53	1.51	1.57
	Hispanic	38	40	40	1.60	1.64	1.65
	Other	64	68	68	2.08	2.15	2.16
	Total	51	53	53	1.82	1.86	1.87
2	Black	32	31	35	2.43	2.40	2.49
	Hispanic	34	40	41	2.47	2.59	2.62
	Other	63	65	66	3.12	3.17	3.19
	Total	50	50	53	2.82	2.82	2.87
3	Black	30	33	38	3.29	3.35	3.48
	Hispanic	35	36	49	3.42	3.45	3.78
	Other	67	67	72	4.30	4.30	4.44
	Total	53	52	59	3.88	3.85	4.06
4	Black	27	31	34	4.09	4.21	4.30
	Hispanic	36	36	37	4.38	4.35	4.41
	Other	71	67	66	5.49	5.36	5.32
	Total	56	52	51	4.97	4.87	4.85
5	Black	29	30	34	5.03	5.07	5.23
	Hispanic	37	38	41	5.32	5.37	5.47
	Other	67	72	71	6.49	6.66	6.61
	Total	53	55	55	5.95	6.01	6.01
6	Black	27	28	31	5.83	5.89	6.02
	Hispanic	35	37	40	6.15	6.29	6.37
	Other	71	71	72	7.67	7.70	7.75
	Total	56	57	58	7.00	7.07	7.10
7	Black	22	30	30	6.33	6.72	6.71
	Hispanic	31	36	38	6.76	7.03	7.14
	Other	69	70	70	8.57	8.58	8.59
	Total	51	54	55	7.74	7.88	7.92
8	Black	19	23	29	7.04	7.32	7.64
	Hispanic	29	31	36	7.62	7.76	8.01
	Other	66	70	70	9.40	9.56	9.58
	Total	48	51	54	8.56	8.73	8.87

Figure 5. ITBS PERCENTILE AND GRADE EQUIVALENT MEDIANS, BY ETHNICITY, 1979-80 THROUGH 1981-82. Students at grade level would receive an X.8 grade equivalent median in grades 1-6 and an X.67 median in grades 7 and 8. The median percentile rank for the national norm group is 50 for all grades.

(Page 1 of 2, Reading Total and Math Total.)

GRADE	ETHNICITY	LANGUAGE TOTAL*					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	44	48	47	1.67	1.74	1.73
	Hispanic	46	46	48	1.71	1.70	1.75
	Other	63	75	76	2.39	2.73	2.77
	Total	57	60	62	1.97	2.07	2.12
2	Black	45	50	56	2.67	2.80	3.01
	Hispanic	41	47	49	2.56	2.73	2.79
	Other	69	73	72	3.62	3.79	3.74
	Total	59	61	62	3.14	3.27	3.29
3	Black	43	49	53	3.61	3.83	4.00
	Hispanic	46	50	63	3.70	3.87	4.40
	Other	76	78	80	5.01	5.12	5.23
	Total	64	65	72	4.47	4.51	4.80
4	Black	35	44	48	4.20	4.62	4.78
	Hispanic	41	47	49	4.51	4.77	4.84
	Other	74	74	74	6.04	6.05	6.01
	Total	60	62	62	5.32	5.44	5.40
5	Black	38	40	47	5.24	5.33	5.69
	Hispanic	40	46	51	5.33	5.61	5.86
	Other	73	78	77	7.07	7.36	7.31
	Total	59	64	65	6.33	6.59	6.61
6	Black	31	40	41	5.76	6.31	6.38
	Hispanic	35	42	47	5.98	6.44	6.70
	Other	68	74	75	7.90	8.26	8.35
	Total	54	60	63	7.12	7.47	7.65
7	Black	24	35	40	5.88	6.63	6.97
	Hispanic	31	38	43	6.32	6.86	7.19
	Other	67	71	74	8.73	9.03	9.22
	Total	50	57	62	7.67	8.15	8.42
8	Black	22	29	38	6.65	7.13	7.88
	Hispanic	31	34	43	7.28	7.52	8.23
	Other	64	71	74	9.64	10.10	10.35
	Total	48	57	62	8.56	9.16	9.50

*For grades 1 and 2, Spelling is the only language test.

GRADE	ETHNICITY	WORD ANALYSIS (Grades 1 & 2 Only)					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	46	43	44	1.71	1.64	1.65
	Hispanic	48	45	50	1.76	1.69	1.80
	Other	73	76	76	2.47	2.60	2.58
	Total	63	61	60	2.16	2.15	2.13
2	Black	39	40	44	2.44	2.47	2.63
	Hispanic	40	44	45	2.48	2.60	2.64
	Other	74	76	77	3.69	3.79	3.81
	Total	60	60	64	3.14	3.13	3.27

GRADE	ETHNICITY	WORK-STUDY TOTAL (Grades 3-8 Only)					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
3	Black	33	36	42	3.21	3.32	3.52
	Hispanic	39	40	55	3.43	3.44	3.95
	Other	70	70	74	4.51	4.51	4.66
	Total	56	55	62	3.99	3.94	4.23
4	Black	29	31	38	3.92	4.03	4.31
	Hispanic	39	39	41	4.35	4.37	4.45
	Other	72	73	71	5.70	5.74	5.66
	Total	57	57	56	5.06	5.06	5.01
5	Black	34	33	39	5.05	5.04	5.29
	Hispanic	41	43	47	5.39	5.47	5.65
	Other	70	77	76	6.73	7.03	6.97
	Total	58	62	62	6.15	6.35	6.31
6	Black	29	28	33	5.72	5.70	5.97
	Hispanic	30	40	43	5.84	6.29	6.44
	Other	63	71	73	7.62	7.84	7.98
	Total	53	57	61	6.85	7.07	7.28
7	Black	21	28	29	5.98	6.40	6.43
	Hispanic	26	33	33	6.25	6.70	6.73
	Other	64	68	70	8.42	8.69	8.81
	Total	45	52	53	7.35	7.73	7.84
8	Black	19	25	29	6.60	6.99	7.30
	Hispanic	27	29	37	7.17	7.28	7.82
	Other	63	69	72	9.44	9.80	9.94
	Total	45	49	56	8.32	8.65	9.02

Figure 5. ITBS PERCENTILE AND GRADE EQUIVALENT MEDIANS, 1979-80 THROUGH 1981-82.

(Page 2 of 2, Language Total, Word Analysis, and Work-Study Total.)

81.30

1978 NORMS

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
9	BLACK	37	36	36	37	37	26	25	27	27	-	32	33	33	40	33	30	29	30	30	30	22	23	22	23	-	27	27	28	-	32
	HISP.	37	37	43	39	43	28	28	33	34	-	38	43	47	48	47	32	32	39	37	39	24	24	28	24	-	31	31	33	-	36
	OTHER	64	63	65	63	64	63	63	67	67	-	75	75	78	79	78	67	65	71	70	71	60	59	62	63	-	68	69	72	-	73
	TOTAL	56	53	53	52	53	50	47	49	50	-	60	59	62	62	61	57	55	55	55	56	44	39	41	39	-	52	50	55	-	58
10	BLACK	33	34	34	34	38	26	29	30	29	-	30	40	40	40	42	27	29	29	29	31	16	20	18	20	-	26	33	32	-	34
	HISP.	38	39	38	39	39	33	34	32	35	-	42	49	50	56	55	37	37	41	41	43	25	28	27	27	-	34	37	39	-	42
	OTHER	61	60	61	59	61	66	65	66	67	-	78	79	81	82	80	71	71	72	72	72	77	76	76	74	-	70	71	71	-	71
	TOTAL	52	52	50	49	51	54	55	53	53	-	67	70	70	70	69	56	56	56	56	56	51	54	50	48	-	57	59	59	-	59
11	BLACK	36	35	37	35	37	30	29	32	28	-	34	35	37	40	46	33	31	35	32	38	20	17	21	17	-	33	33	36	-	40
	HISP.	38	38	40	38	40	37	37	38	38	-	49	49	54	52	56	42	41	44	42	44	29	27	33	28	-	44	46	46	-	49
	OTHER	58	58	59	59	59	71	74	76	76	-	78	82	83	83	82	72	76	77	77	77	79	81	81	81	-	74	77	77	-	78
	TOTAL	53	52	53	51	52	59	63	63	61	-	68	70	73	71	71	65	65	66	63	65	66	70	70	64	-	65	67	67	-	67
12	BLACK	33	33	33	34	32	28	26	32	35	-	26	29	30	35	38	36	34	33	39	37	16	20	20	21	-	34	36	39	-	36
	HISP.	36	35	42	38	36	38	39	47	44	-	45	49	52	49	47	40	42	44	43	40	30	33	42	37	-	48	49	53	-	47
	OTHER	57	57	58	56	57	73	73	75	77	-	77	77	77	77	78	74	76	76	76	81	78	78	77	77	-	74	80	79	-	79
	TOTAL	51	53	54	52	50	61	65	66	66	-	67	71	70	68	67	62	65	65	63	63	70	72	73	71	-	64	70	70	-	66

1978 NORMS

1970 NORMS

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING					SCIENCE				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
9	BLACK	15	14	14	16	15	11	10	11	11	-	14	15	15	18	15	17	15	16	17	16	12	13	12	13	-	11	11	11	-	14	12	12	12	-	12
	HISP.	16	16	20	18	20	11	11	14	15	-	17	20	24	25	24	18	18	23	21	23	15	15	19	16	-	13	13	15	-	17	14	15	18	-	15
	OTHER	52	51	53	51	52	42	42	46	46	-	51	51	54	56	54	51	49	55	55	55	45	44	46	46	-	43	43	47	-	48	53	56	58	-	58
	TOTAL	39	34	35	33	34	28	24	26	27	-	36	35	38	38	37	38	36	36	36	37	33	28	31	29	-	30	29	31	-	32	38	37	38	-	36
10	BLACK	13	14	14	14	18	10	11	12	11	-	14	20	20	19	22	17	19	19	19	21	13	16	14	15	-	10	17	15	-	17	10	15	13	-	15
	HISP.	18	19	19	20	19	15	17	14	18	-	22	27	28	31	31	25	25	28	27	30	19	22	21	21	-	17	19	20	-	21	19	22	20	-	22
	OTHER	56	54	56	53	56	49	49	49	50	-	54	56	60	61	57	61	60	62	61	62	52	51	51	49	-	44	46	47	-	47	59	56	60	-	56
	TOTAL	42	42	41	37	41	35	36	34	34	-	41	44	44	44	43	46	45	45	45	45	36	38	36	34	-	32	34	34	-	33	44	45	42	-	41
11	BLACK	14	13	18	13	17	11	10	12	9	-	18	19	21	23	26	22	21	23	21	25	14	12	15	11	-	14	14	16	-	17	16	12	17	-	15
	HISP.	19	19	22	19	22	15	15	17	16	-	28	28	33	31	34	29	28	31	29	32	20	20	23	20	-	21	23	23	-	25	21	21	24	-	25
	OTHER	56	56	58	57	57	47	50	52	52	-	57	60	61	61	61	63	65	66	67	67	50	53	53	52	-	46	50	51	-	51	57	60	60	-	59
	TOTAL	43	42	46	40	41	35	38	38	36	-	45	48	49	48	47	53	54	56	51	54	39	42	42	38	-	36	38	39	-	38	46	47	49	-	44
12	BLACK	14	14	14	13	13	8	7	12	13	-	12	14	15	18	19	23	21	21	26	24	11	13	13	14	-	13	13	16	-	13	12	13	14	-	14
	HISP.	19	17	25	21	18	16	17	21	19	-	23	27	29	27	26	27	30	32	31	28	19	20	24	22	-	20	20	23	-	20	20	22	30	-	22
	OTHER	54	53	55	52	54	48	48	49	51	-	58	59	58	57	61	63	64	64	65	69	53	53	50	50	-	44	48	46	-	46	59	57	57	-	57
	TOTAL	41	44	47	42	40	34	39	40	40	-	46	50	50	47	46	52	55	55	53	53	40	43	44	41	-	35	39	40	-	36	45	49	51	-	44

1970 NORMS

Figure 6. STEP MEDIAN PERCENTILES, 1977-78 THROUGH 1981-82, GRADES 9-12, 1970 AND 1978 NORMS.

READING

GRADE	LUNCH STATUS	BLACK	HISPANIC	ANGLO/ OTHER
		%ILE	%ILE	%ILE
9	Free/Reduced	14	14	41
	Full Price	30	30	58
10	Free/Reduced	16	16	42
	Full Price	30	27	61
11	Free/Reduced	12	17	37
	Full Price	25	27	59
12	Free/Reduced	9	12	26
	Full Price	15	23	57

READING

GRADE	LUNCH STATUS	BLACK	HISPANIC	ANGLO/ OTHER
		G.E.	G.E.	G.E.
1	Free/Reduced	1.62	1.63	2.19
	Full Price	2.05	2.23	2.77
2	Free/Reduced	2.52	2.48	3.24
	Full Price	3.16	3.08	3.84
3	Free/Reduced	3.24	3.45	4.28
	Full Price	3.79	4.15	4.83
4	Free/Reduced	4.04	3.91	5.18
	Full Price	4.66	4.87	5.83
5	Free/Reduced	4.79	4.87	6.34
	Full Price	5.61	5.94	7.14
6	Free/Reduced	5.62	5.72	7.26
	Full Price	6.75	7.04	8.36
7	Free/Reduced	6.35	6.49	8.05
	Full Price	7.51	7.61	9.04
8	Free/Reduced	6.91	7.17	9.01
	Full Price	8.09	8.41	10.05

Figure 7. MEDIAN READING TEST SCORES, STUDENTS QUALIFYING FOR FREE OR REDUCED-PRICE LUNCH, COMPARED TO STUDENTS NOT QUALIFYING, 1981-82. Grades 9-12: Percentiles for STEP Reading. Grades 1-8: Grade Equivalents for ITBS Reading Total.

81.30
(81.16)

Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: Low-Socioeconomic-Status and Minority Student Achievement, 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 11

Content:

The evaluation design is a one-year plan of evaluation work for the project. There are approximately 52,500 students served by 81 campuses within AISD. As of December, 1981, 19,824 (38%) of the students were participating in the free and reduced-price lunch program. Approximately 54% of AISD students were Anglo, 27% were Hispanic, and 19% were Black as of October 3, 1980.

Although AISD does not have a single unitary plan to serve low SES or minority students, the District and the Board have recognized the improvement of minority students' achievement in all basic skills areas at all grade levels as a priority student need.

Although some of the special programs for students from low socioeconomic and minority backgrounds have been operating in the District for up to ten years, the first analysis of the overall achievement of these groups was conducted by the Office of Research and Evaluation in 1976-77. This analysis revealed that low SES/minority achievement levels at all grade levels were extremely low in comparison to nonminority or higher SES student achievement. This evaluation made it clear that the programs and efforts of the past, however successful on a small scale, were not accomplishing desired goals. The gap between minority and Anglo student achievement has been narrowed slightly in the past few years, but it is still wide and pervasive.

This evaluation is therefore designed to monitor:

- low SES and minority student achievement on districtwide achievement tests,
- minority student participation in tests for college-bound high school juniors and seniors,
- minority student school leaver rates.

Other projects evaluated by ORE which publish reports relating to low SES and minority students include:

- Title I
- Title I Migrant
- State Compensatory Education,
- Local/State Bilingual,
- ESAA Desegregation.

81.30
(81.24)

Technical Report   ABSTRACT

Title: FINAL TECHNICAL REPORT: Systemwide Evaluation 1981-82

Contact Person: Glynn Ligon, Kevin Matter, Nancy Baenen

No. Pages: 500

Summary:

The Final Technical Report is a detailed account of the instruments used in data collection, and the purposes, procedures, and results of the data collection effort. The information presented in this volume relates to the District's Five-Year Plan for Accreditation, which emphasizes improving student achievement in basic skills, with a special focus on low SES and minority student achievement.

The technical report is organized around data collection sources and includes the following appendices:

Appendix A: Scholastic Aptitude Test (SAT)
Appendix B: American College Test (ACT)
Appendix C: Preliminary Scholastic Aptitude Test (PSAT)
Appendix D: Sequential Tests of Educational Progress (STEP)
Appendix E: Iowa Tests of Basic Skills (ITBS)
Appendix F: Metropolitan Readiness Tests (MRT)
Appendix G: Texas Assessment of Basic Skills (TABS)
Appendix H: Teacher Survey
Appendix I: Administrator Survey
Appendix J: Accreditation Status Report
Appendix K: District Attendance Records
Appendix L: District Graduation Records

81.30
(81.51)

ABSTRACT

Title: Improving Achievement For Pupils Of Low Socio-Economic Strata: The Gamble We Must Take

Contact Persons: Jonathan Curtis, David Doss, Patsy Totusek

No. Pages: 12

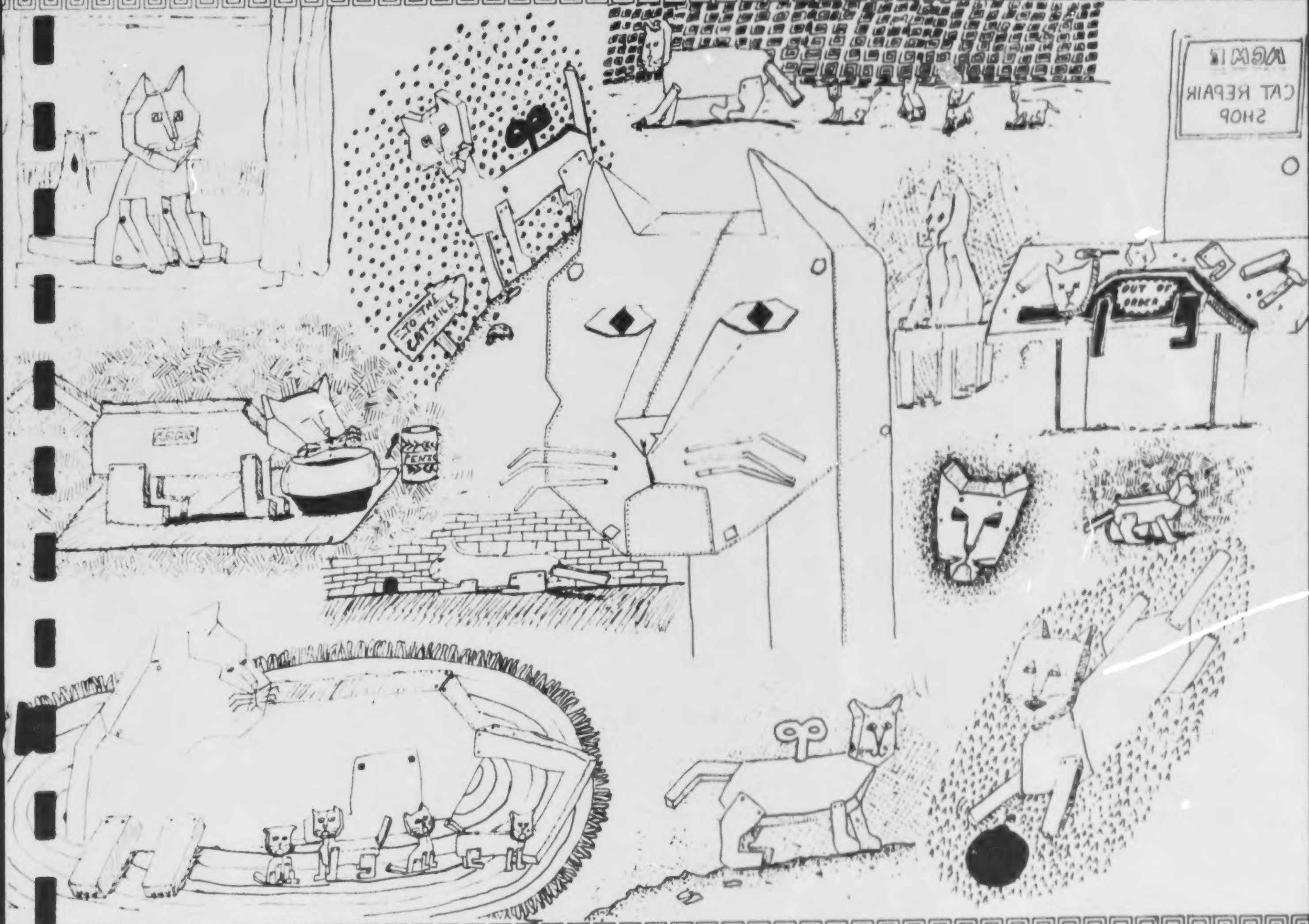
Summary:

Summer schools have generally been ineffective in improving student achievement. Since much of the academic divergence between children from higher and lower socio-economic strata occurs during the summer, effective summer instruction is crucial to children from the lower socio-economic strata. Hypotheses for poor summer school achievement results are listed and suggestions for possible improvement are provided.

Comments

This paper was presented at the 1982 annual meeting of the American Educational Research Association in New York.

V. Minimum Competency for Graduation


TO THE CATSKILLS
CAT REPAIR SHOP
OUT OF ORDER

Becky Urias
Crockett High School

FINAL REPORT

Project Title: High School Graduation Minimum Competency Requirements

Contact Person: Glynn Ligon, Kevin Matter, Nancy Lanier, Rick Battaile

Major Positive Findings:

1. Of the 3,210 high school graduates in 1982, the percentage who met AISD's minimum competency requirements was...
    - 91% in reading
    - 93% in math
    - 90% in both reading and math
2. The percentage of eighth-grade students who meet the minimum competency requirements on their first attempt has increased both of the last two years.

Major Findings Requiring Action:

1. The success rate of the reading and math tutorial courses has dropped partially as a consequence of the rise in the competency criterion from eighth-grade to ninth-grade level. Unless this success rate rises significantly, the number of graduates who will not meet the higher criterion in 1983 will increase to several times the current level.
2. The current practice of measuring minimum competency with standardized achievement tests presents several problems.
    - Keeping test items secure is difficult with a nationally published test.
    - Standardized achievement tests measure some skills which are too simple and some skills which are too advanced to be considered appropriate for a minimum competency requirement.

   There is a need for a locally developed test which meets the specifications laid out in recent court decisions related to the requiring of minimum competencies for graduation.

Evaluation Summary:

To graduate from an Austin ISD high school in 1982, a student must have demonstrated reading and math competencies equivalent to average achievement for the middle of eighth grade (8.5 grade equivalent). If this minimum competency level is not achieved, a letter of waiver which states that the student understands that competency standards have not been met must be signed. Tutorial courses in both reading and math are provided to help students attain competency levels, and at least one tutorial must be taken prior to signing a waiver letter. Only special education students who cannot be validly tested are exempt from these requirements. Beginning with 1983 graduates, the minimum competency requirement rises to the ninth-grade level (9.0 grade equivalent).

The evaluation of the program includes administering the tests, maintaining the records, assessing the procedures, and evaluating the impact of the minimum competency requirements.

Students may meet competency requirements first on the Iowa Tests of Basic Skills (ITBS) administered in the middle of grade eight. In April of each succeeding year, the Sequential Tests of Educational Progress (STEP) is administered. The Texas Assessment of Basic Skills (TABS) is given in grade nine and above. Once each fall and once each spring, special administrations of the ITBS are conducted to determine which students must enroll in a tutorial course the next semester. The ITBS is also administered during final examinations in the tutorial courses. A student must attain the required score only once on one of these tests prior to graduation.

Procedures for the testing and reporting are documented in the Policies and Procedures Manual: Minimum Competencies for High School Graduation, publication number 80.48. Details of the testing results and analyses are included in the Final Technical Report: High School Graduation Minimum Competency Requirements, publication number 81.76.

HOW DID THE 1982 GRADUATES PERFORM IN MEETING THE MINIMUM COMPETENCY FOR GRADUATION REQUIREMENTS?

- 91% met competency requirements in reading.
- 93% met competency requirements in math.
- 90% met competency requirements in both reading and math.
- 4% could not be tested validly because of a handicapping condition (special education).
- 6% (191 students) signed a letter of waiver in at least one area.

Of the 3,210 graduates in 1982, 90% met minimum competency requirements in both reading and math. Those not meeting requirements included special education students who were not testable (4% in reading and in math) and other students who signed letters of waiver (5% in reading, 3% in math). Figure 1 compares this year's graduates with those from the two previous years. Figure 2 graphically presents the percentage of students meeting competency requirements, signing waiver letters, and using special education exemptions across the past three years.

HOW SUCCESSFUL HAVE THE TUTORIAL COURSES BEEN IN HELPING STUDENTS ATTAIN MINIMUM COMPETENCY LEVELS?

- The average percent of students in a tutorial course who met minimum competency requirements at the end of each tutorial was...

  16% in reading
  48% in math

- Of the 1981-82 seniors who took at least one tutorial course, the percentage who met minimum competency requirements prior to graduation was...

  71% in reading
  82% in math

- The number of 1981-82 seniors who took at least one tutorial course but failed to attain the minimum competency level prior to graduation was...

  125 in reading
  65 in math

- Many more teachers and administrators believe the minimum competency requirements have helped improve the skills of students than do not.

Semester Success Rates

A competency test is administered during the scheduled period for a final examination at the end of each tutorial course. An estimate of the success rate for the tutorials can be obtained by inspecting the percentage of students meeting competency at the end of each tutorial course. The success rate for reading tutorials was very low (14% in the fall, 18% in the spring) compared to the success rate for math tutorials (46%, 50%).

CATEGORY OF GRADUATES	1980		1981		1982	
ALL GRADUATES	3,387	100%	3,307	100%	3,210	100%
MEETING COMPETENCY IN...						
Reading	3,204	95%	3,133	95%	2,937	91%
Math	3,239	96%	3,162	96%	2,995	93%
Both Reading and Math	3,176	94%	3,104	94%	2,885	90%
MEETING COMPETENCY IN READING, BUT USING THESE OTHER OPTIONS IN MATH.						
Letter of Waiver	24*	1%	28	1%	43	1%
Special Education Exemption	4	<1%	1	<1%	9	<1%
MEETING COMPETENCY IN MATH, BUT USING THESE OTHER OPTIONS IN READING.						
Letter of Waiver	60*	2%	55	2%	100	3%
Special Education Exemption	3	<1%	3	<1%	10	<1%
NOT MEETING COMPETENCY IN EITHER MATH OR READING AND USING THESE OPTIONS.						
Letter of Waiver	42*	1%	39	1%	48	1%
Special Education Exemption	78	2%	77	2%	115	4%
USING AT LEAST ONE LETTER OF WAIVER.	126	4%	122	4%	191	6%
USING AT LEAST ONE SPECIAL EDUCATION EXEMPTION.	85	3%	81	2%	134	4%

The column headings 1980, 1981 and 1982 stand under the spanning heading YEAR OF GRADUATION.

*Includes students who submitted a letter of waiver plus those who graduated with an exemption for being enrolled prior to 75-76 or for enrolling as a senior.

Figure 1. COMPETENCY STATUS OF GRADUATES, 1980 THROUGH 1982.

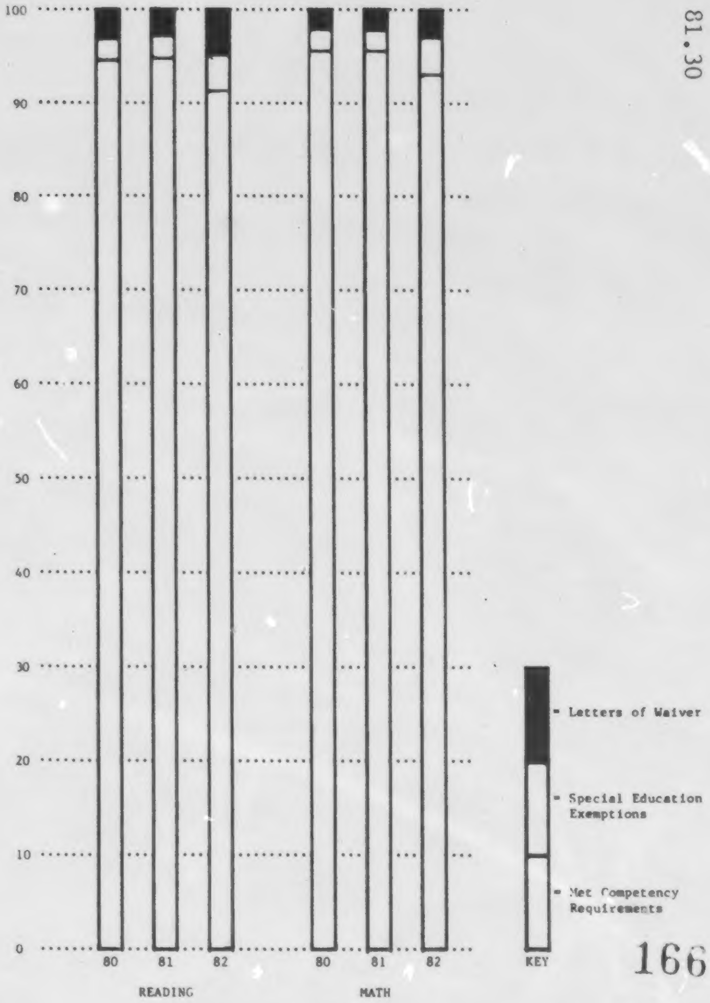


Figure 2. PERCENTAGE OF GRADUATES MEETING COMPETENCY REQUIREMENTS, SIGNING WAIVER LETTERS, AND USING SPECIAL EDUCATION EXEMPTIONS, 1980 THROUGH 1982.

Overall Success

The ultimate goal of the tutorial courses is to bring every student up to (or above) the minimum competency level. Of the 1982 seniors, 9% took at least one tutorial course prior to meeting minimum competency requirements in reading, and 9% in math. The tutorial courses have clearly played a role in the competency attainment of some graduates. However, even after taking at least one tutorial course, some students never met the minimum competency requirements--125 in reading and 65 in math. Overall, 71% of the 1982 graduates who took at least one reading tutorial course met reading competency, and 82% of those taking at least one math tutorial course met math competency. See Figure 3.

For a wide variety of reasons, some students graduated with letters of waiver but never took a tutorial course (24 in reading, 25 in math).

Teacher and Administrator Opinions

On surveys administered in the spring of 1982, 39% of the secondary teachers and 50% of the administrators agreed that the minimum competency requirements have had a positive effect on graduates' performance in reading and math. Only 14% of the teachers and 15% of the administrators disagreed. Many were undecided.

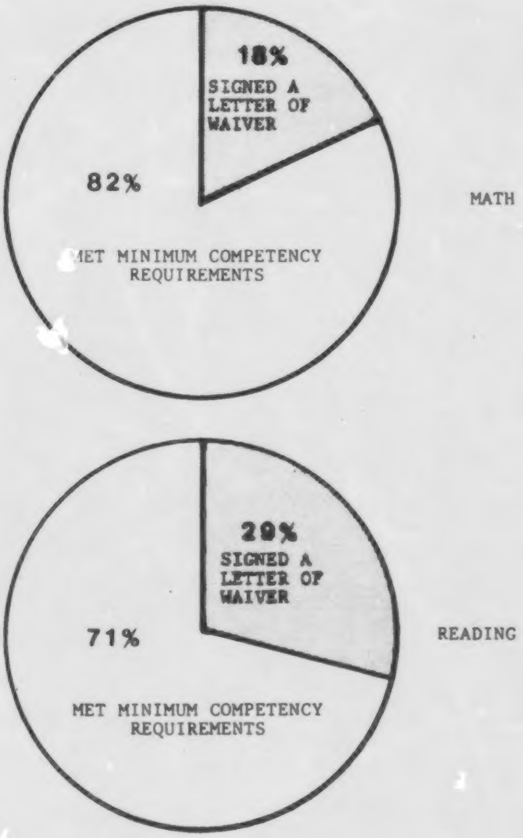


Figure 3. COMPETENCY STATUS OF 1982 GRADUATES WHO TOOK AT LEAST ONE TUTORIAL COURSE.

HOW MANY GRADUATES WILL REQUIRE LETTERS OF WAIVER IN 1983 WHEN THE MINIMUM COMPETENCY REQUIREMENTS RISE TO THE NINTH-GRADE LEVEL?

If the success rates in the tutorial courses remain the same, the number of letters of waiver may triple in 1983.

- about 550 students may need to sign waiver letters.
  - 387 Math Letters
  - 336 Reading Letters

The change from an eighth-grade to a ninth-grade minimum competency level was a major one. Figure 4 details how many of the 1982 seniors would not have met the ninth-grade criterion had it applied to them. This is our best estimate of the number of 1983 graduates who will require letters of waiver.

The number of students required to sign at least one letter is estimated as 550. This estimate is based upon 336 graduates not meeting the 9.0 minimum competency level in reading, and 387 in math. Many of these would be the same students--not meeting minimum competency requirements in either area.

More 1983 graduates may actually meet the higher criterion than did 1982 graduates since the former may continue in tutorials after reaching the eighth-grade level.

STUDENTS	READING	MATH
1982 Seniors	3108*	3108*
Met 9.0 Competency	2647	2597
Did Not Meet 9.0 Competency	461	511
Special Ed. Exempt	125	124
Requiring Letters	336**	387**

*Does not equal number of 1982 graduates. Includes only students enrolled in spring 1982.
**Best estimate of number of graduates requiring a letter in 1983.

Figure 4. ESTIMATE OF 1983 GRADUATES WHO MUST SIGN WAIVER LETTERS FOR THE 9.0 COMPETENCY LEVEL.

HAVE THE MINIMUM COMPETENCY REQUIREMENTS HAD ANY EFFECT ON STUDENT ACHIEVEMENT IN AISD?

- There has been a small decline in the proportion of very low achievers since the minimum competency requirements began.
- A higher proportion of graduates meet the competency criteria now than did before they became effective in 1979; however, this may be a consequence of
    - a) tutorial instruction focused specifically toward the competency test objectives and
    - b) multiple opportunities for students to attempt the competency tests.
- Low-achieving graduates appear to have better mastery of the basic competencies focused on in the tutorial courses.
- Teachers and administrators generally agree that the minimum competency requirements have had a positive effect on students' basic skills.

Test Results

If the minimum competency requirements have had an influence on student achievement, a decrease in the proportion of students in the lowest ten percentiles on the STEP should be evident. In the first three years after the minimum competency standards went into effect for graduates, the percentage of seniors in the lowest 10 percentiles was lower than in 1978, the last year prior to the requirements. The differences are very small but consistent (see Figure 5). The 1982 seniors, however, included a higher percentage than in 1978 of very low achievers in reading, the same percentage in math basic concepts, and a lower percentage in math computation. The same pattern was found when students at or below the 25th percentile were examined.

	PERCENT OF STUDENTS SCORING FROM THE 1ST TO 10TH PERCENTILE (1970 NORMS)				
	YEAR OF TESTING				
STEP TEST	78*	79	80	81	82
Reading	18%	17%	15%	15%	19%
Math Basic Concepts	12%	10%	9%	10%	12%
Math Computation	18%	13%	12%	12%	13%

*Last year prior to minimum competency requirements.

Figure 5. PERCENT OF SENIORS SCORING FROM THE 1ST TO 10TH PERCENTILE, STEP 1978 THROUGH 1982.

Figure 6 clearly shows there has been an increase since 1978 in the percentage of twelfth graders who score at the eighth-grade level on an achievement test prior to graduation. Two factors have influenced this increase. First, students now have multiple opportunities to take a competency test; thus, marginal students have a higher probability of meeting competency requirements. Second, the tutorial courses have offered instruction specific to the skills measured by the competency tests given. As a consequence of this focused tutorial instruction, graduates do appear to have better mastery of a set of basic skills. The STEP is generally considered to have fewer items which measure the basic skills than do the other tests used to measure competency and would therefore be less sensitive to increases in these lower level skills.

Survey Results

Spring surveys asked secondary teachers and administrators to react to this statement--"The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas." Of the teachers, 39% agreed and 14% disagreed. Of the principals, 50% agreed and 15% disagreed. Many expressed no opinion.

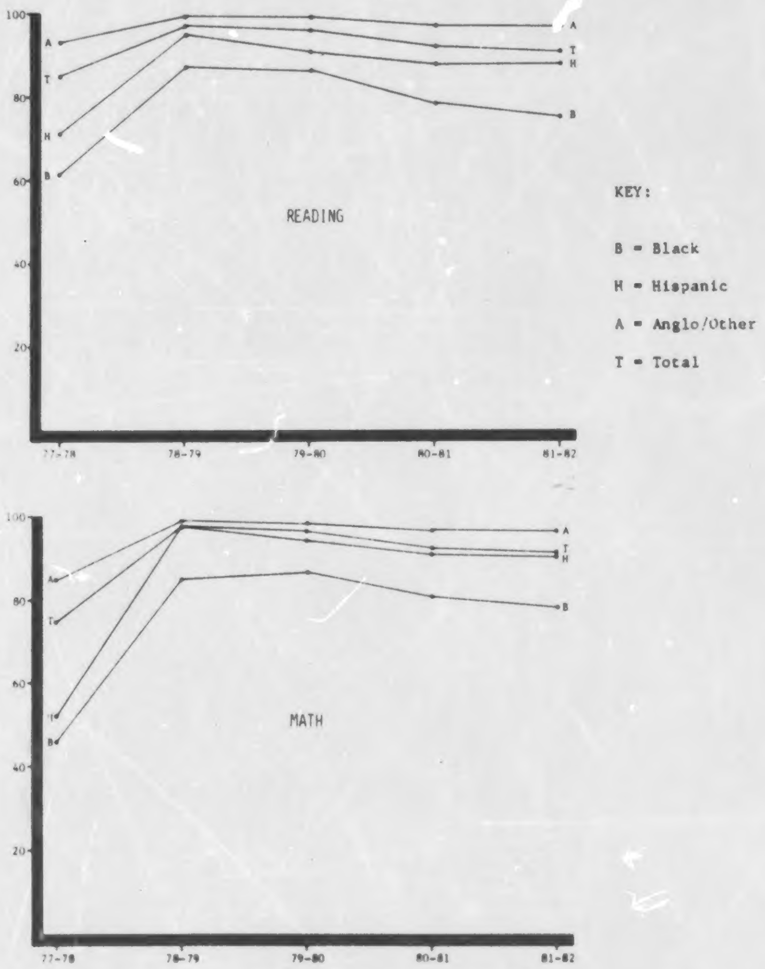


Figure 6. PERCENTAGE OF SENIORS WHO SCORED AT THE EIGHTH-GRADE COMPETENCY LEVEL PRIOR TO GRADUATION, 1977-78 THROUGH 1981-82.

WHAT ARE THE CHARACTERISTICS OF STUDENTS WHO SIGN LETTERS OF WAIVER?

- Two years after graduation, students who signed waiver letters in both reading and math report a need for better reading and math skills.
- 1982 graduates who signed letters of waiver differed from other graduates in age (older), time enrolled in AISD (shorter), and ethnicity (higher proportion of minorities).

1982 Graduates

The 1982 graduates who signed letters of waiver had these characteristics.

1. They were older than other graduates.
2. They were enrolled in AISD high schools fewer terms than other graduates.
3. They were mostly minority students. About half were Black.
4. Of the students who signed reading waivers, about half had taken two or three reading tutorials. Most students who signed math waivers had taken only one math tutorial.
5. More females signed reading letters. About the same number of males and females signed math letters.
6. No LEP student signed a math waiver, but nine signed reading waivers.
7. Some were special education students whose ARD Committee believed they could be validly tested.

    12 in reading
    11 in math

8. Some signed waiver letters but never took a tutorial course.

    24 in reading
    25 in math

Former Students

Eight 1980 graduates who signed letters of waiver in both reading and math were interviewed in the spring of 1982. Seven reported encountering times when they had a need to read better, and five reported times when better math skills would have been helpful.

HOW MANY EIGHTH GRADERS MET MINIMUM COMPETENCY REQUIREMENTS ON THEIR FIRST ATTEMPT?

- The percentage of eighth graders who met the ninth-grade competency requirements in 1982 was...

  48% in reading
  49% in math

- These percentages have increased in both of the last two years.

The first opportunity for students to demonstrate minimum competency levels for meeting the graduation requirements is in the spring of grade 8. Figure 7 shows that there has been an upward trend in the percentage of eighth graders who take the ITBS who attain the ninth-grade level (9.0 grade equivalent).

Area of Competency	Percentage of Eighth Graders Attaining the 9.0 Grade Equivalent on the ITBS		
	1980	1981	1982
Reading	41%	46%	48%
Math	42%	47%	49%

Figure 7. PERCENTAGE OF EIGHTH GRADERS WHO MET NINTH-GRADE COMPETENCY LEVELS; 1980 THROUGH 1982.

WHAT CHANGES IN THE MINIMUM COMPETENCY PROGRAM ARE NEEDED?

- A new competency test is needed, based upon specific objectives and having secure items.
- Improved procedures are needed to provide school staffs with a higher proportion of precoded answer sheets and more useful lists of students to be tested for competency.

Competency Tests

Recent court challenges to other school systems' competency programs have produced rulings which provide some idea of what characteristics a legally defensible competency program must have.

1. Valid objectives which describe those skills which are truly basic competencies.
2. A valid measure (test) of these skills.
3. Assurance that the skills are actually taught.
4. Early assessment and identification of students needing remediation.
5. Remedial or tutorial instruction for those needing it.
6. Multiple opportunities to pass the competency test.

Currently, AISD's minimum competency effort relies upon standardized achievement tests and the TABS. Standardized tests measure a very wide range of skills, many of which are well beyond those generally considered to be minimum competencies and some which may not have been taught to every student. Consequently, AISD's program is weakest in the areas of valid objectives and assurances that all skills are actually taught to each student.

Throughout the last school year, the secondary instruction supervisory and administrative staff has worked with staff from the Office of Research and Evaluation to develop a plan which would result in the best possible (and most legally defensible) minimum competency program. The resulting plan has these basic aspects.

1. Adoption of the TABS objectives, which were set through an elaborate, statewide effort, as AISD's minimum competencies for graduation.
2. Revision of the tutorial course curricula to focus on the TABS objectives.
3. Development of an item bank composed of many items selected to measure these objectives.
4. Generation of multiple forms of reading and math competency tests using various combinations of items from the item bank.
5. Continual updating of the item bank and the test forms to ensure the security of the tests.

This plan would provide more reliable measurement of competency status using possibly shorter tests. The first locally developed tests are targeted for use in the fall of 1982.

Although the TABS test has a state competency level which is well below the ninth-grade criterion required by AISD, the new competency test will demand that students demonstrate the higher ninth-grade level of skill on the TABS objectives.

Procedures for Testing

ORE staff has been communicating with counselors, registrars, and other school personnel throughout the year to identify areas for improvement. School personnel need to know which students should be tested during the special competency testing sessions each semester. To facilitate this, ORE provided in the spring a listing of each student's competency status, whether the student was in a tutorial course, and whether the student had been exempted from competency testing by the ARD Committee. This printout was a first step. Plans for the fall are to provide the same information and to add a count of math and reading courses taken and passed by each student.

When a student uses an answer sheet which was precoded with all identifying information in advance by computer, the schools are saved the time required to code answer sheets by hand, and ORE is saved the time required to correct information incorrectly coded or left off. Currently, precoded answer sheets are provided, but the procedure used requires school staff to sort through a large number of answer sheets and to save unused ones from semester to semester. A new system is needed and is being planned to provide just the ones needed each semester, in the order which is most helpful to the school personnel.

81.30
(81.07)

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: High School Graduation Minimum Competency Requirements

Contact Persons: Glynn Ligon, Kevin Matter

No. Pages: 16

Summary:

The evaluation design is a one-year plan of evaluation work for this project. It provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used.

The High School Graduation Minimum Competency Requirements state that, in order to graduate, students must demonstrate a specified level of skill on a standardized math and reading achievement test. Students must demonstrate competency at either the 8.5 or 9.0 grade criterion level, depending on the number of units of high school credit the student had earned as of August 1980. The evaluation will have two primary foci during the 1981-82 school year:

- basic needs assessment information regarding the overall minimum competency requirements, and
- needed program changes implemented or identified during the 1981-82 school year.

81.30
(81.12)

Miscellaneous Document ABSTRACT

Title: Guidelines for Tutorial Teachers

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 2

Summary:

The purpose of this handout is to clarify procedures and to ensure consistency of preparation in tutorial classes throughout the District. The document covers such topics as the essential elements of standardized testing procedures, mandatory or optional activities before, during, and after the courses' standardized final exam, and how to help improve students' test-taking skills.

The document also specifies guidelines concerning test security.

176

81.30
(81.76)

Technical Report

ABSTRACT

Title: FINAL TECHNICAL REPORT: High School Graduation Minimum Competency Requirements.

Contact Person: Glynn Ligon, Kevin Matter

No. Pages: 59

Summary:

This is the accompanying document to the High School Graduation Minimum Competency Requirements Final Report. The technical report provides additional information on the data collection procedures, analyses performed, and more detailed reports on the results (in both tabular and narrative forms).

VI. Personnel Evaluation Systems

Leticia Swart
Crockett High School

81.30

FINAL REPORT

Project Title: Personnel Evaluation Systems

Contact Person: Patsy Totusek, Freda Holley

Major Positive Findings:

1. The first Assessment Center was implemented as it was intended to be implemented by the National Association for Secondary School Principals (NASSP). According to the NASSP monitor, "It really was a great center for the first one."

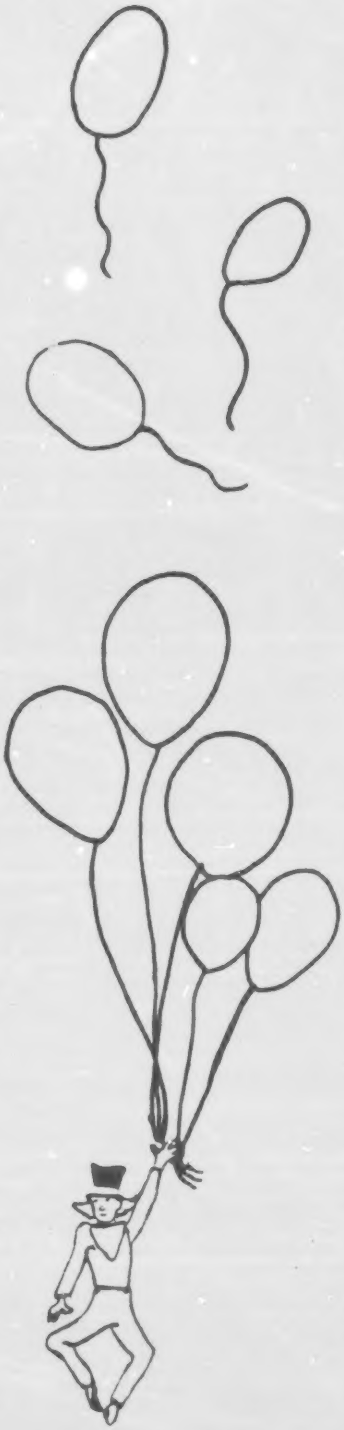
2. Most of the assessors in the first Assessment Center felt the new process would improve the selection and placement of AISD personnel. The majority of the assessors said participation in the Assessment Center had improved their own observation, communication, and decision-making skills.

3. The Assessment Center candidates said they appreciated the professional attitude shown by the assessors. More than half of the candidates felt their behavior during the Assessment Center was a good indication of their ability.

4. The new Administrator Evaluation System was implemented on a pilot basis during the 1981-82 school year. When questioned in March, most administrators (77%) stated the new system was adequate or better. Follow-up questionnaires are recommended, however, in that in March most administrators had seen, but had not yet been evaluated with, the new system.

5. The Administrative Personnel Evaluation Handbook is being developed by a committee of District administrators and should be completed for use during the 1982-83 school year.

6. Approximately 77-78% of the teachers have rated the Professional Personnel Evaluation System adequate or better for the last two years.



Major Findings Requiring Action:

1. Some candidates expressed dissatisfaction with the feedback conferences conducted after the first Assessment Center. These candidates stated they did not receive a clear picture of the areas in which they needed improvement. Some candidates suggested that plans for improvement be provided during the conference itself.

2. The requirement that all professionals and administrators be evaluated every year has increased the amount of time administrators must devote to personnel evaluation. Ways should be sought for decreasing these time demands while preserving the quality of the evaluation process.

3. Teachers are rated on the 46 competencies appearing on the Teacher Evaluation Form. The competencies teachers consistently received the lowest ratings on in 1978-79, 1979-80, and 1980-81 involved testing and evaluation activities, record keeping, provision of enrichment activities, use of questioning strategies, and compliance with AISD policy and procedures. Initial review of the most recent teacher evaluation ratings indicates teachers received the lowest ratings on the same competencies in 1981-82. Staff development and supervision should be provided in these areas.

Evaluation Summary

Several activities were conducted during 1981-82 to assist in the evaluation and development of the Personnel Evaluation Systems. These included:

- *Collecting initial evaluation data on the Assessment Center process.*
- *Providing technical assistance in the development of the new Administrator Evaluation System.*
- *Analyzing, summarizing, and disseminating the ratings given on the Professional Personnel Evaluation Forms.*
- *Examining selected questions on the District Administrator and Teacher Surveys.*

The remainder of this report will provide brief summaries of the activities described above. For more detailed information on the Professional Personnel Evaluation System, see the Final Technical Report: 1981-82 Professional Personnel Evaluation System (Publication No. 81.71).

ASSESSMENT CENTER

The first AISD Assessment Center was conducted March 19 through April 2. Twelve candidates participated in the center and were evaluated by six assessors. NASSP sent a monitor to Austin to assist in setting up the Assessment Center.

Implementation of First Assessment Center

Questionnaires were developed and administered to the NASSP monitor, the assessors, and the candidates to assess the manner in which the center was implemented. As stated in the beginning of this report, the monitor and assessors were generally pleased with the center, but several of the candidates expressed some dissatisfaction with the feedback conferences. A detailed report of the questionnaire findings was sent to the Director of the Assessment Center prior to the second center.

Monitor, assessor, and candidate questionnaires will continue to be administered at the end of each Assessment Center to evaluate the implementation of the activities.

Expenditures

The Director of the Assessment Center provided an account of the costs involved in training the assessors and operating the first center. A summary of these expenditures is provided in Figure 1.

Description of Expenditures	Expenditure
Total cost of training 14 AISD assessors	$ 8,582
Total cost of first Assessment Center	$ 9,004
	$ 17,586*
Expenditures paid from "new money"	$ 3,974
Expenditures paid from reallocation of existing personnel resources	$ 13,612

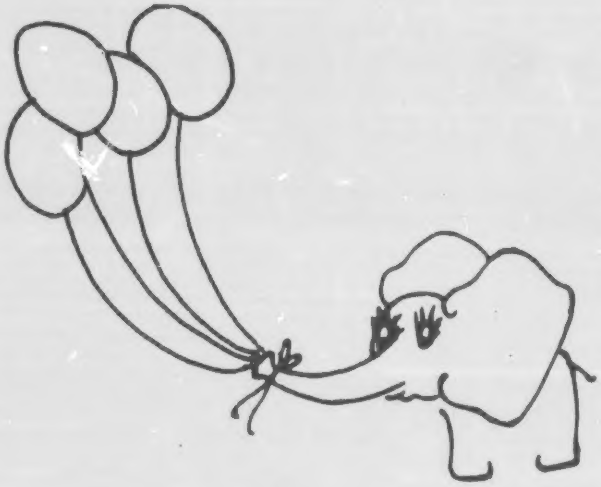
*Includes cost in personnel time, consultant expenditures, materials, rent of facilities, refreshments, etc.

Figure 1. EXPENDITURES FOR TRAINING ASSESSORS AND OPERATING THE FIRST ASSESSMENT CENTER.

The economic utility of operating Assessment Centers will be examined following the second AISD Assessment Center. An attempt will be made to use a "return-on-investment" formula to determine if Assessment Centers are financially advantageous for the District.

Standardized Test

Beginning with the second Assessment Center, a standardized test will be administered to the candidates who volunteer to assist with the evaluation effort. The test is the Educational Administration and Supervision (EAS) test. It is taken from the battery of tests known as the National Teacher Examinations. The EAS focuses on three major content categories: Program Improvement, Management, and Human Relations. An effort will be made to determine the extent to which the EAS scores predict the scores the candidates receive from the Assessment Center. The relationship between the Assessment Center scores and other scores received by the candidates (e.g., Perceiver Interview scores) may be examined as well.



Due to the small number of candidates participating in each Assessment Center (N=12), test data will need to be obtained from several Assessment Centers before conclusions can be drawn.

Second Assessment Center

The second AISD Assessment Center was conducted June 12-18. Six assessors evaluated 12 candidates and a NASSP monitor provided assistance to the Director of the Assessment Center. Evaluation information on the second center is currently being obtained, and a summary of the findings will be disseminated when the research has been completed.

NEW ADMINISTRATOR EVALUATION SYSTEM

Throughout the 1981-82 school year, technical assistance was given to central administrators in the development of the new Administrator Evaluation System. This included:

- Obtaining input from all AISD administrators on the rating scale, recommended evaluation procedures, and task descriptions.
- Developing a draft set of task descriptions for all administrative positions to be used during the 1981-82 school year. The task descriptions were developed on the basis of the job descriptions obtained from the Peat, Marwick, and Mitchell salary study as well as the input received from District administrators.
- Providing assistance in the development of input forms for teachers and other secondary and primary sources of information.
- Conducting a national survey to determine how other school districts coordinate information-gathering activities in the evaluation of personnel.
- Providing assistance in writing the final sections of the Administrative Personnel Evaluation Handbook.

The new Administrative Personnel Evaluation Handbook is scheduled to be disseminated to the AISD administrative staff prior to the beginning of the 1982-83 school year.

PROFESSIONAL PERSONNEL EVALUATION SYSTEM

An examination of the districtwide ratings given to teachers in 1978-79, 1979-80, and 1980-81 reveals some very definite trends.

Teachers repeatedly received their highest ratings on the following competencies:

- *Shows enthusiasm for work.*
- *Exhibits an overall positive attitude.*
- *Maintains class control in an atmosphere conducive to learning.*
- *Has knowledge and broad background in subjects taught.*
- *Treats students impartially.*
- *Presents an effective role model.*
- *Is adaptable in dealing with individuals and cultural differences.*

Teachers repeatedly received their lowest ratings on the following competencies:

- *Prepares appropriate test and evaluation activities to measure student learning.*
- *Interprets own tests and evaluation activities accurately.*
- *Keeps school records and reports up-to-date and accurate.*
- *Reports test and evaluation data competently to parents.*
- *Documents student progress effectively.*
- *Prepares written lesson plans with instructional objectives which are evident to students and self.*
- *Provides enrichment activities for all students who complete assigned work.*
- *Complies with all policies and procedures.*
- *Utilizes a variety of questioning strategies.*

Initial review of the most recent teacher evaluation ratings indicates teachers received their lowest ratings on the same competencies in 1981-82.

The low ratings consistently received on these competencies suggest they would make excellent topics for staff development.

Evaluation Summaries

Evaluation summaries are prepared from the ratings teachers receive on the Teacher Evaluation Form. The various evaluation summaries show: 1) District averages, 2) Elementary and secondary averages, 3) Campus averages, and 4) Special population averages.

Last year more administrators requested evaluation summaries for special populations (e.g., elementary art teachers, senior high science teachers, etc.) than ever before. The increase in requests for evaluation summaries seems to indicate more administrators are interested in using the evaluation data to assess the activities of the previous year and/or to plan the activities for the upcoming year.

ADMINISTRATOR AND TEACHER SURVEY

Administrator and Teacher Surveys were distributed in March. The Administrator Survey was sent to 50% of the AISD administrators, and the Teacher Survey was sent to approximately 50% of the AISD teachers. When asked to comment on the statement provided, the following responses were given:

ADMINISTRATORS

Districtwide staff development activities have contributed to the improvement of teacher competencies.

- 39% of the administrators agreed with the statement
- 23% disagreed
- 39% were neutral or did not know

Districtwide staff development activities have contributed to the improvement of administrator competencies.

- 38% of the administrators agreed with the statement
- 29% disagreed
- 33% were neutral or did not know

TEACHERS

Districtwide staff development activities have contributed to the improvement of teacher competencies.

- 39% of the teachers agreed with the statement
- 36% disagreed
- 25% were neutral or did not know

The Professional Personnel Evaluation System has helped me to improve my professional job performance.

- 32% of the teachers agreed with the statement
- 33% disagreed
- 34% were neutral or did not know

Conclusion:

There is no clear consensus that districtwide staff development activities have contributed to the improvement of administrator or teacher competencies. Teacher reactions to the professional development aspects of the Professional Personnel Evaluation System were mixed as well.

Teachers were also asked to respond to the following statement:

I believe there is adequate teacher input into principal evaluation.

- 33% of the teachers agreed with the statement
- 40% disagreed
- 28% were neutral or did not know

Teacher input was required for all principals up for full evaluation in 1981-82. Most of the teachers responding to the survey probably returned their completed surveys before teacher input forms were distributed. It is not clear what effect this had upon the teachers' responses to this item. A follow-up question on this item would be advisable during 1982-83.

81.30
(81.71)

Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: 1981-82 Professional Personnel Evaluation System

Contact Persons: Patsy Totusek, Freda Holley

No. Pages: 465

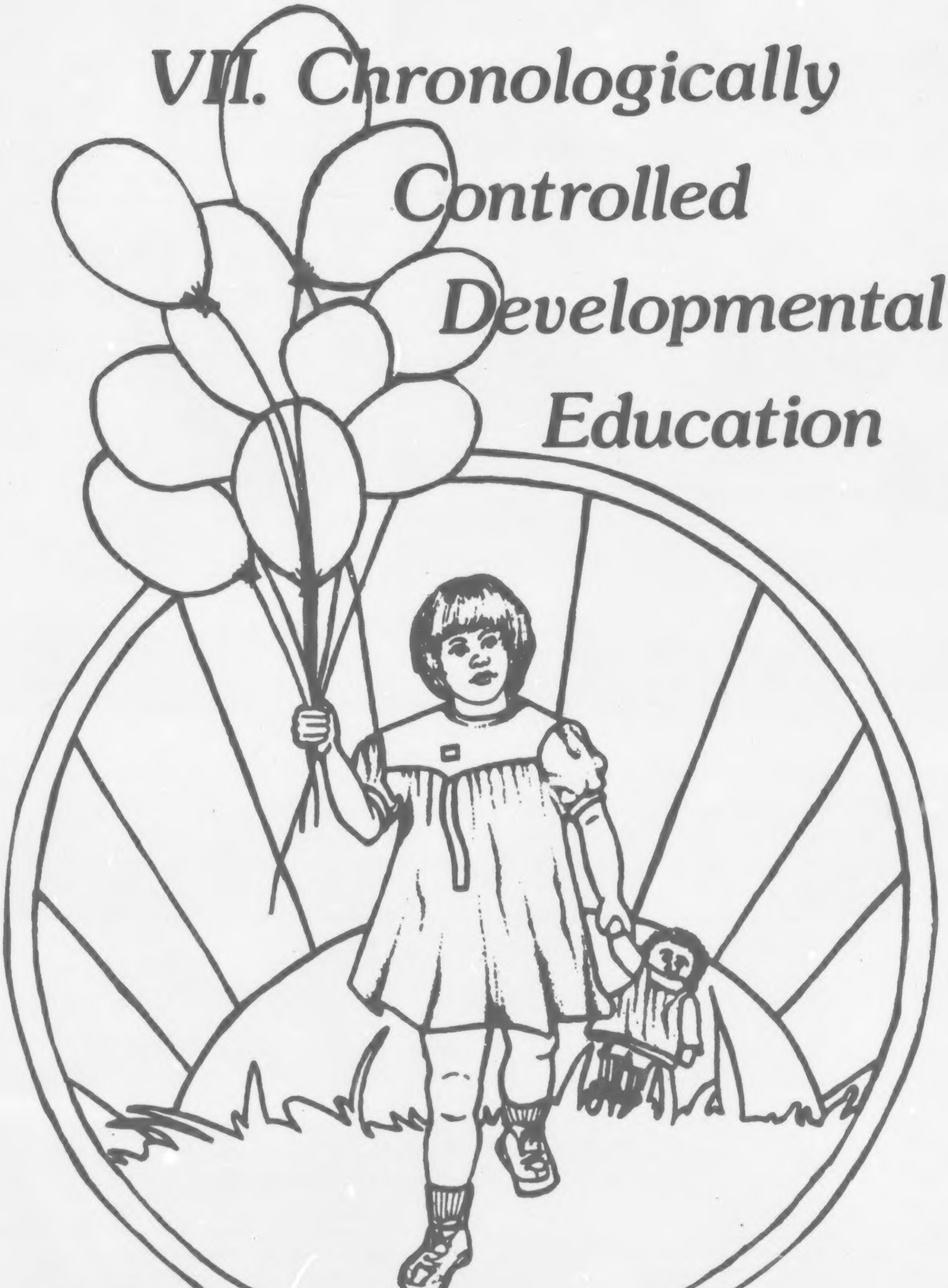
Summary:

This is the accompanying technical document to the Personnel Evaluation Systems Final Report Summary.

The technical report contains two sections which show the evaluation instruments and describe the data analysis procedures.

The remaining sections summarize the evaluation data for specified populations involving classroom teachers, special education personnel, librarians, and counselors.

VII. Chronologically Controlled Developmental Education



Pam Sanders
Anderson High School

81.30

INTERIM REPORT

Project Title: Chronologically Controlled Developmental Education (CCDE) Pilot Project

Contact Person: Patsy Totusek, Freda Holley

This interim report summarizes the CCDE evaluation activities conducted during the 1981-82 school year, and comments on the implementation of the Project and the interpretation of the pretest data. A final evaluation report will be published at the conclusion of the CCDE Pilot Project in June of 1984.

Major Actions to be Taken:

1. Written guidelines should be developed which specify the steps to be taken by parents, principals, and special education and diagnostic personnel regarding the process of application and acceptance into CCDE.

2. Written guidelines should be developed for conducting Admission, Review and Dismissal (ARD) meetings for students entered in the CCDE Pilot Project.

3. The parent and medical approval forms for participation in CCDE should be revised with input from the superintendent, the Brown principal, ORE, the supervisor of psychological services, the District's attorney, the associate superintendent for instruction, the assistant superintendents, and the administrative supervisors for special education (all level, elementary, and secondary).

4. Students should not be allowed to receive CCDE instruction until all approval forms have been signed.

Status of Evaluation Activities:

1. A longitudinal evaluation design for the CCDE Pilot Project has been completed and reviewed by AISD personnel and other professionals.

2. A meeting was conducted with the parents of the CCDE students to give them an opportunity to review the evaluation design and ask questions about the testing activities.

3. Comparison students have been identified for eight of the nine elementary students receiving CCDE instruction. However, parental permission for participation in the evaluation activities has been received for only six of the comparison students.

4. Data collection activities for the spring of 1982 involved three types of testing, including occupational/physical therapy assessment, diagnostic testing, and the administration of the ITBS. Figure 1 shows the number of CCDE and comparison students who were tested, as well as the number of matched CCDE-comparison student pairs who were tested.

	ITBS	Occupational/ Physical Therapy Assessment	Diagnostic Testing
CCDE Students Tested	7	7	5
Comparison Students Tested	7	6	3
Matched Pairs Tested	6	5	2

Figure 1. NUMBER OF CCDE, COMPARISON, AND MATCHED STUDENTS (CCDE-COMPARISON) TESTED DURING THE SPRING OF 1982.

These test scores will be the pretest scores for the CCDE Pilot Project.

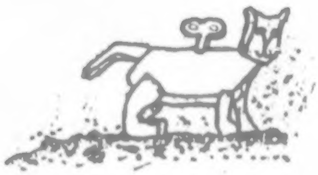
5. A Parent Questionnaire was distributed to the CCDE and comparison parents in late May. A Parent Questionnaire will be administered to the parents each year of the Pilot Project to gauge student progress at home, and to assess parent reaction to the special education instruction provided for the children.

Project Summary:

The CCDE methodology was developed by Ed Snapp, a physical therapist. The objectives of CCDE are:

- *to provide an innovative total approach to education using materials and presentation techniques which are matched chronologically with the physical abilities of the students,*
- *to stimulate the sensory development of children to the extent that there is a measurable increase in the overall capacity of each child to learn.**

Among other things, the CCDE techniques include the use of flash cards, large-print materials, crawling activities, control of light conditions, deep pressure stimulation (pressure applied on the muscles and aimed toward the bones), suspension in inner tubes, hand-eye coordination activities, etc.



The CCDE techniques were implemented on a limited basis at T. A. Brown Elementary School in August 1978. In the spring and summer of 1981 the benefits of the methodology came into question, as conflicting reports about its success were received from a special education and psychological services review team, from the staff at Brown, and from the CCDE parents.

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*Edward A. Snapp, Jr. The Snapp Approach to Education - An Introduction to the Snapp Chronological Developmental Educational System. Austin, Texas, 1974.

In the fall of 1981 the superintendent appointed a CCDE committee to study the concerns of parents and staff and to recommend a proposed course of action. The Board accepted the committee's recommendation to continue the CCDE instruction on a pilot basis. The Pilot Project was to be implemented on the elementary level at Brown in 1981-82 and then expanded to the secondary level in 1982-83. The Pilot Project data are scheduled to be reviewed periodically by the assistant superintendents to determine the appropriateness of continuation of the Project each year through May 1984.

Difficulties Encountered in Implementing the Pilot Project

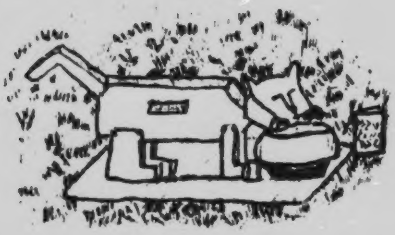
1. The CCDE Pilot Project did not begin at Brown School until mid-February. A critical shortage of classroom space was one reason for the delay. Due to the classroom shortage, only one CCDE classroom was established. As a result, only nine elementary students received CCDE instruction during 1981-82. Other teachers at Brown worked under crowded conditions to allow for the CCDE class.

2. A meeting was held in late April for those administrators involved in the implementation of the CCDE Pilot Project. At that time it became clear there was definite confusion and disagreement as to how some ARD issues should be handled for CCDE students. Some questions of concern were:

   - *Who should decide how many hours of CCDE instruction a child should receive?*
   - *Under what conditions should CCDE be recommended for a child?*

The lack of resolution on these issues appeared to have presented problems for the Pilot Project's implementation.

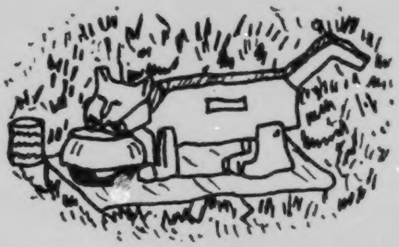
Difficulties Encountered in Evaluating the Pilot Project



1. Identifying the comparison students was a time-consuming and difficult task that was not completed until March 25. Data collection could not begin until after the comparison students had been identified, in that the comparison and CCDE students needed to be tested at approximately the same time.

2. ORE did not have input in the development of the approval form for participation in the CCDE Pilot Project. ORE understood the CCDE recommendation accepted by the Board in November stipulated that the CCDE parents would sign statements agreeing to all the Pilot Project evaluation procedures and activities. However, in April it became clear that the special education and diagnostic personnel were not satisfied with the statements signed by the CCDE parents and were not willing to test the CCDE students until written parental approval was obtained for each evaluation activity. As a result, an inordinate amount of time was spent acquiring parent permission for the data collection activities and arranging for the physical exams which were a prerequisite for the therapy assessments.

3. The parents of three CCDE students did not return all the approval forms necessary for the evaluation activities. Two comparison students were eliminated from the study after one received a new special education classification and the parent of the second announced plans to move from the District. Alternate comparison students had to be sought. The parents of the alternates indicated they would participate in the study but did not return their approval forms.



Difficulties Encountered in Interpreting the Pretest Data

1. Only two of the CCDE students began receiving CCDE instruction for the first time at the beginning of the Pilot Project. At the beginning of the Project many of the students had already received CCDE instruction for over a year, and two students had begun receiving CCDE instruction toward the end of 1978. For the most part, the pretest scores are not a reflection of student behavior prior to CCDE instruction.

2. As in the case of all special education students, behavior in a testing situation may be different than behavior in the normal classroom setting.

3. Some of the parents provide instruction and/or motor activities for their children at home and some do not. It may not be possible to separate the effects of school and home activities.

4. The matches were made on the basis of such characteristics as psychological functioning, sex, ethnicity, birthdate, achievement, etc. Students who matched on these characteristics were not always good matches in the other areas tested involving gross and fine motor skills.

5. As the different types of data were collected on the CCDE and comparison students, it became increasingly clear that professionals from a number of fields will be needed to help synthesize and interpret the evaluation findings if a total picture of each child is to be obtained.

6. The pretest data indicate the ability level of the students receiving CCDE instruction ranges from above average to mentally retarded. This wide range in ability levels suggests the use of group averages would not be the best method of gauging progress. A case study of each CCDE and comparison student will need to be performed.

ABSTRACT

Title: EVALUATION DESIGN: 1982-84 CCDE Pilot Project

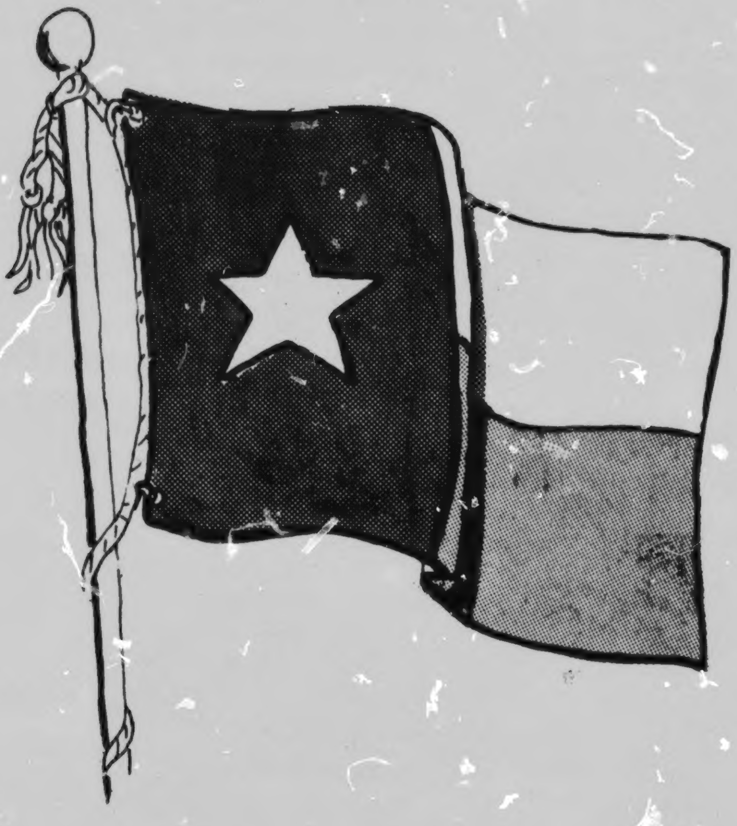
Contact Persons: Patsy Totusek, Freda Holley

No. Pages: 18

Summary:

The evaluation design for CCDE is a three-year plan of evaluation work for this project. It provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used.

In 1981-82, AISD established an experimental Pilot Project using the CCDE methodology with certain identified special education students. The Pilot Project began at the elementary level in the winter of 1982. The District is scheduled to add the secondary levels in 1982-83, and the Pilot Project will continue through May of 1984. The Pilot Project will serve a maximum of 20 elementary students, 10 junior high students, and 10 senior high students. The Pilot Project data will be reviewed periodically by the assistant superintendents to determine the appropriateness of continuation each year through May 1984.



VIII. Accreditation

Sharon Knippa

Pearce Junior High

FINAL REPORT

Project Title: Accreditation Process 1981-82

Contact Persons: Nancy Baenen, Freda Holley

Major Positive Findings:

1. Nearly all (96%) of the activities planned for 1981-82 have been completed or will be this summer. This compares favorably with 1980-81 when 74% of planned activities were fully completed.

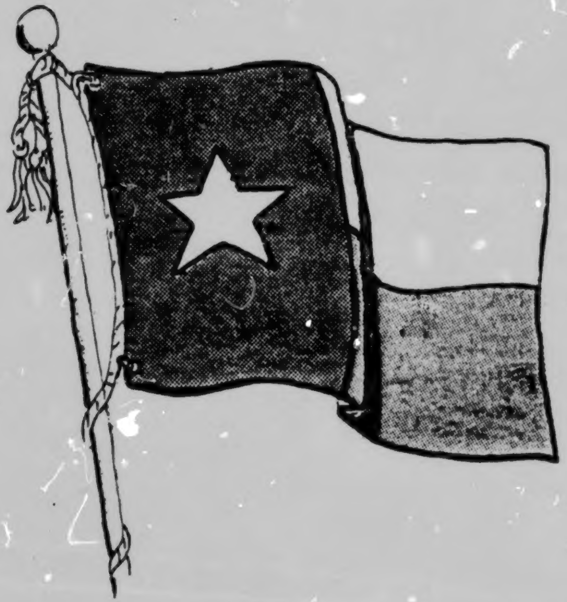
2. The objective of improved minority achievement was met at both the elementary and secondary levels. Gains for Black and Mexican American students were particularly impressive at grades 1-8.

3. Accreditation objectives were also accomplished in language arts at grades 1 through 8, social studies, coordination, and personnel evaluation.

Major Findings Requiring Action

1. The accreditation objective in language arts was not met at the high school level except at grade 9.

2. The objective of the development of a bond package in 1981-82 was not accomplished. However, a great deal of needs assessment information which will be used in developing a bond package was collected through the Forming the Future project.



WHAT IS THE ACCREDITATION PROCESS?

School districts in Texas must be accredited by the State in order to be eligible for State funds. One of the requirements for accreditation is to develop a five-year plan for improvement, implement that plan, and evaluate its effectiveness. The plan includes goals and objectives which the district hopes to achieve and activities designed to help meet them. Each district must report progress made towards accomplishing objectives and completing activities each year to the Texas Education Agency (TEA).

During 1979-80, a five-year plan for State accreditation for the Austin Independent School District (AISD) was developed with input from groups and individuals across the District. The first year of implementation of the plan was 1980-81; 1981-82 is the second year of implementation. Some changes were made in the plan for 1981-82 to reflect new directions in some areas; these are detailed in the Accreditation Plan: Revised for 1981-82. During 1981-82, Austin ISD focused on the following student need and program discrepancy areas:

Student Needs:

1. Student achievement in the basic skills area of language arts (including capitalization, punctuation, spelling, and English expression) at all grade levels.
2. Student achievement in the basic skills area of social studies at the elementary level.
3. Minority student achievement in all basic skills areas at all grade levels.
4. Discipline at the junior and senior high school levels.

Program Discrepancies:

1. Special education and "regular" education need to be closely coordinated so that children designated for special help are in fact considered in the planning and execution of plans for all teachers.

   The District needs to provide greater coordination among all of its instructional services with the so-called "regular" programs of instruction, particularly in the areas of bilingual education and special education.

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2. The District will develop a new administrator evaluation system and revise the Professional Personnel Evaluation system in accordance with Senate Bill 341.

3. The District will develop a bond issue.

HOW WAS THE ACCREDITATION PROCESS EVALUATED?

The evaluation of the second year of implementation of the Accreditation Plan involved:

1. Checking on the District's accomplishment of the second-year outcome objectives, and

2. Reporting on the completion of activities planned for 1981-82, based on documentation from key personnel in each area.

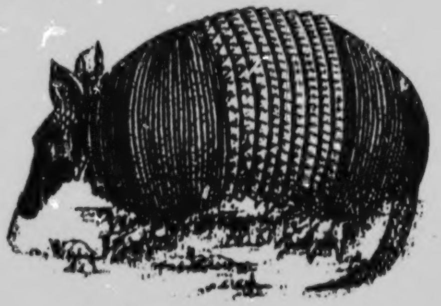
ORE staff collected and analyzed outcome data which addressed the specific objectives in the plan. ORE was not responsible for monitoring the implementation of the plan, but did request progress reports twice during the year from those with major responsibility for key components.

Information sources used to measure the achievement of AISD's first-year objectives are briefly described below.

- The Iowa Tests of Basic Skills (ITBS) is given to all AISD students in grades one through eight. Median percentile scores in all major testing areas and for all language arts tests were examined to measure the achievement of objectives in language arts and minority student achievement.

- The Sequential Tests of Educational Progress (STEP) is a standardized test given to all AISD students in grades 9-12. Median percentile scores in Mechanics of Writing were used to measure accomplishment of the language arts objective. Median percentile scores in all major areas tested were reviewed to check accomplishment of the minority achievement objective.

- The "Questions for Teachers" survey included a number of questions relevant to the coordination, information dissemination, personnel evaluation, and low SES objectives. Approximately 200 teachers responded to each question.



- The "Questions for Administrators" survey was sent to a 50% sample of AISD administrators. It included some of the questions on the teacher survey plus some additional questions related to accreditation. Questionnaires were returned by 131 administrators (85% of the original sample).

- Districtwide discipline data will be supplied by the Office of Student Development to measure the achievement of the discipline objective.

- Information from the elementary social studies committee, Office of Staff Personnel, and Forming the Future Project were also used in measuring accomplishment of objectives in these areas.

This is a preliminary status report. More extensive information on the accomplishment of some objectives will be available before the report to TEA is completed in August.

WERE THE ACCREDITATION ACTIVITIES THAT WERE PLANNED FOR 1981-82 COMPLETED?

Nearly all of the activities planned for 1981-82 will be completed on schedule. Most activities listed as complete in the figure below are finished now; a few are scheduled for the summer months and will be completed before the 1982-83 school year begins.

	COMPLETE		PARTIALLY COMPLETE		NO LONGER APPLICABLE		TOTAL	
PRIORITY AREA	No.	%	No.	%	No.	%	No.	%
Language Arts	22	96%	1	4%	-	-	23	100%
Social Studies	6	86%	-	-	1	14%	7	100%
Minority Achievement	7	100%	-	-	-	-	7	100%
Discipline	3	100%	-	-	-	-	3	100%
PROGRAM DISCREPANCY	No.	%	No.	%	No.	%	No.	%
Coordination	10	91%	1	9%	-	-	11	100%
Personnel Evaluation	5	100%	-	-	-	-	5	100%
Bond Issue	4	100%	-	-	-	-	4	100%
TOTAL	57	95%	2	3%	1	2%	60	100%

Figure 1. STATUS ON 1981-82 ACCREDITATION ACTIVITIES.

As Figure 1 illustrates, 57 of the 60 planned activities (95%) were completed for 1981-82. This high completion rate represents an improvement over last year when 74% of the planned activities were fully completed.

Two activities (3%) were partially completed in the language arts and coordination areas.

- In the language arts area, the focus of the parent volunteer activity in the secondary writing labs changed. Due to problems in the past related to ineffective use of parent volunteers, the writing lab specialist decided to develop a plan for parent involvement during 1981-82 which will be implemented in 1982-83. Thus, there was no parent involvement this year but a plan was developed to see that it would occur next year in a more helpful way.

- In the coordination area, not all special education teachers were able to receive copies of the teacher editions of the basals due to an insufficient supply. Basals were sent to each campus in September in what was hoped to be an equitable way. It was discovered in February that not all special education teachers had received basals. A survey of needs was sent out in February. One third of the teachers who responded indicated they had not received the teacher editions. Although most of these were in integrated and self-contained classrooms (and did not need the guides) some could have used and therefore should have received the teacher editions. An attempt will be made to rectify this situation next year.

One activity was not carried out at all due to changed TEA regulations that made the activity unnecessary. Current units for social studies were to be analyzed in relation to guidelines from TEA on "Basic Living Skills" content. TEA dropped the requirement to teach Basic Living Skills so this activity was no longer appropriate.

WERE THE ACCREDITATION OBJECTIVES FOR 1981-82 ACCOMPLISHED?

Some of the objectives for 1981-82 were met, but others were not. Figure 2 summarizes AISD's status on the 1981-82 objectives. *Objectives were met in language arts for grades 1-8, social studies, minority student achievement, coordination, and personnel evaluation.* Great progress was made towards a bond package but it was not finalized this year. Discipline data is not yet available. The language arts objective was not met at the high school level.

Language Arts

Overall, the language arts objective was met at grades 1 through 8. Subtest scores increased in 14 of 22 cases (64%) and Language Total scores increased at 4 of 7 grade levels (57%). However, performance was not consistent across grades and subtests. As Figure 3 illustrates, students' scores improved at the most grade levels in usage and capitalization (4 of 5) and the least in spelling (3 of 7).

Overall Language Total scores improved at grades 3, 5, 7, and 8 but not at 2, 4, or 6. Seventh and eighth graders showed the most consistent language arts improvement with increases on every test. Fourth graders, on the other hand, showed declining scores in every area but usage, for which they stayed the same.

AISD students at every grade level but 2 and 5 are progressing at a rate which, if continued, will result in an increase of five percentile points over 1979-80 scores by the end of the five-year plan cycle in 1984-85.

Language arts performance at the high school level is not improving as much as at grades 1-8 (see Figure 4). The performance of ninth graders in mechanics of writing on the STEP increased between 1980 and 1982, but scores at grades 10 through 12 decreased slightly. Mechanics of writing and the English expression tests are given in alternate years which is the reason 1980 scores were compared to 1982 scores. The five-year objective in this area will not be met unless this trend can be reversed.

Social Studies

The primary objective in this area for 1981-82 was to adopt social studies texts for grades 4, 5, and 6 and integrate them into the AISD program. This was completed. The long-range goal in this area is to improve social studies achievement in AISD.

Minority Student Achievement

Minority student gains were found in every subject area between 1980-81 and 1981-82. The objective in this area was met.

Gains were particularly impressive at grades 1 through 8, where minority students' scores improved in 58 of 64 possible cases (91%), stayed the same in 5 cases (8%), and decreased in only one case (2%) in the major areas tested on the ITBS. Changes in Reading Total, Language Total, Math Total, Word Analysis (Grades 1 and 2), and Work-Study Total (Grades 3 through 8) percentile scores are shown in Figure 5. The only decline in percentile scores was one point for Language Total scores for Black students.

At the high school level, minority students' scores increased in 22 of 40 possible cases (55%), stayed the same in 4 cases (10%), and decreased in 14 cases (35%). Black students' scores increased or stayed the same in 15 of 20 cases (75%), while Mexican American students' scores increased or stayed the same only 55% of the time. Declines were greatest at the twelfth-grade level for both groups. Figure 6 shows the STEP median percentile scores for each test by ethnicity.

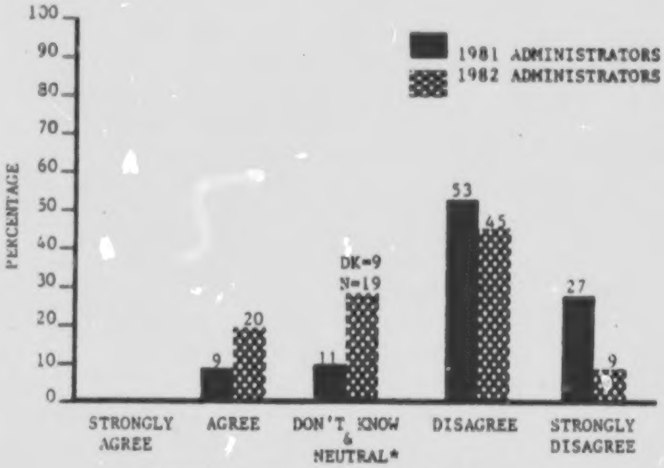
Approximately 43% of the administrators surveyed and 34% of the teachers surveyed this spring agreed that the District's emphasis on the improved academic performance of low SES and minority students has been effective in improving the performance levels of these students. Only 19% of the administrators and 23% of the teachers stated that it had not been effective, with the rest responding that they were neutral or did not know whether the emphasis had helped. Thus, most of those expressing an opinion did feel that the emphasis on low SES and minority student performance had helped.

Discipline

Short-term suspension, long-term suspension, and corporal punishment rates for 1981-82 at the secondary level will be available in July. These will be examined to see whether the percentage of 7th and 9th graders involved in these types of disciplinary actions is at or below 13%.

Coordination

The percentage of administrators who agreed that coordination among the special education, bilingual education, and regular education programs is adequate increased from 9% to 20% between 1981 and 1982. Although administrators overall still do not feel coordination is adequate, this does represent a promising change in attitude.



ADMINISTRATOR OPINIONS ON INSTRUCTIONAL COORDINATION: 1981-82. Shows agreement and disagreement with statement: "There is adequate coordination among special education, bilingual education, and regular education." *Response options in 1981 included only a "Don't know" option while those for 1982 included both "Don't know" and "Nautral" options. Caution should therefore be used in comparing data from the two years.

The percentage of teachers who agreed that coordination among the special education, bilingual education, and regular education programs is adequate has remained the same (30%) for the last three years. The percent who strongly agree has increased from 2% to 5% between 1980 and 1982, with corresponding slight declines in the percent who simply agree coordination is adequate.

The organization of AISD's administration was changed at the beginning of 1981-82. Administrator opinions suggest that the change has improved coordination at least to some extent. Changes probably affected classroom teachers but in a more indirect way. Of the coordination activities listed for 1981-82, seven focused on administrative-level changes and five on teacher-level changes. This may also help to explain differences in response patterns.

Personnel Evaluation

A new administrator evaluation system was developed during 1981-82 and approved as a pilot. The system was used for this year's evaluations and will be revised next year in light of feedback on how the system worked. All administrators and teachers were evaluated this year in accordance with Senate Bill 341.

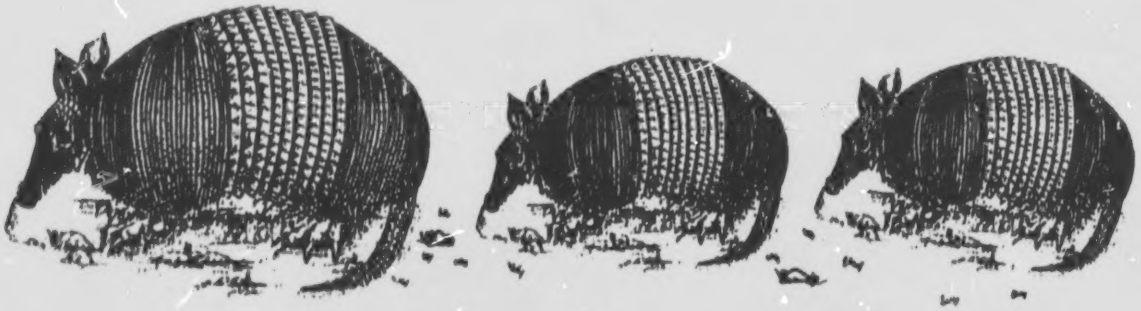
Based on the administrator survey, 77% believed the new Administrator Evaluation System was adequate or better. Administrators were surveyed in March, when they had seen but probably not used the system. Next year's opinions will be based on fuller knowledge of the system and how it works.

Over the last two years, 77-78% of the teachers have rated the Professional Personnel Evaluation System adequate or better.

Bond Issue

In 1981-82, a massive effort called "Forming the Future" was undertaken in the Austin Independent School District (AISD). Central and school-level committees including administrators, teachers, and community members met throughout the year to develop long-range plans for improving AISD's facilities and programs. Among other things, information from Forming the Future will be used in the development of a needs assessment for facilities improvement this summer. Priorities emerging from an evaluation of this needs assessment will be a great help in deciding what to include in a bond package.

Thus, the bond package was not completed this year, but a systematic assessment of needs was initiated.



OUTCOME OBJECTIVE: 1981-82	DATA USED	ACCOMPLISHMENT
PRIORITY STUDENT NEEDS		
LANGUAGE ARTS: AISD students in grades 1-8 will show improvements of at least one percentile point over the previous year.	Median percentile scores for matched students tested in 1980-81 and 1981-82 on the language arts section of the Iowa Tests of Basic Skills (ITBS) were compared. Capitalization, punctuation, spelling, usage, and Language Total scores were examined by grade.	Overall, the language arts objective was met at grades 1-8. Subtest scores increased in 14 of 22 cases (64%) and Language Total scores increased at 4 of 7 grade levels (57%). However, scores did not improve in every grade in every area. Scores improved most often in usage and capitalization and least often in spelling. Scores for seventh and eighth graders improved in every skill area while those for fourth grades declined in every area except usage.
AISD students in grades 9-12 will show improvement of at least two percentile points over the previous year.	Median percentile scores on the Sequential Tests of Educational Progress (STEP) Mechanics of Writing test were compared for 1979-80 and 1981-82 by grade.	The language arts objective was not met at the high school level overall. Scores in Mechanics of Writing increased for ninth graders but decreased for tenth, eleventh, and twelfth graders between 1980 and 1982.
SOCIAL STUDIES: The District will adopt new social studies texts for grades four, five, and six. The AISD curriculum will be adjusted to fit the new TEA guidelines in the area.	Social Studies Committee reports.	New texts for social studies were selected for grades four, five, and six. Necessary adjustments have been made in this area.
MINORITY ACHIEVEMENT: Achievement test scores of minority students in 1981-82 will be equal to or higher than those of 1980-81 for students in the same grade.	Median percentile scores for Black and Hispanic students this year in each subject area were calculated for 1980-81 and 1981-82. Scores for students in each grade each year were compared. ITBS scores were used for grades 1-8. STEP scores were used for grades 9-12.	Minority student achievement improved between 1980-81 and 1981-82--the objective was met. Findings were particularly positive for grades 1-8, where Black and Hispanic students' scores in the major areas tested on the ITBS increased in 58 of 64 possible cases (91%), stayed the same in five cases (8%), and decreased in only one case (2%). At the high school level, minority students' scores on the STEP increased in 22 of 40 possible cases (55%), stayed the same in 4 cases (10%), and decreased in 14 cases (35%).
DISCIPLINE: Eighty-seven percent of AISD junior and senior high school students will not be involved in any disciplinary actions throughout the school year.	Districtwide discipline and enrollment data.	Discipline data will not be ready until July.
PROGRAM DISCREPANCIES		
COORDINATION: AISD staff will report that the District has made improvements in the coordination of regular, bilingual, and special education programs.	Survey responses to teacher and administrator surveys.	The percentage of administrators who said that coordination was adequate increased from 9% to 20% between 1981 to 1982. The percentage of teachers who contended coordination was adequate remained the same (30%) from 1981 to 1982.
PERSONNEL: The District will develop a new administrator evaluation system and revise the Professional Personnel Evaluation System in accordance with Senate Bill 341.	Documentation and evidence from the Department of Staff Personnel.	A new administrator evaluation system was developed and implemented on a pilot basis during 1981-82. All professionals are now evaluated each year in accordance with Senate Bill 341.
BOND ISSUE: The District will develop a bond issue.	Evidence from Forming the Future staff and documents.	A needs assessment for facility improvements was completed this year as part of the "Forming the Future" project. This information will be used in planning a bond package.

Figure 2. STATUS ON 1981-82 ACCREDITATION OUTCOME OBJECTIVES.

	SPELLING			CAPITALIZATION			PUNCTUATION			USAGE			LANGUAGE TOTAL		
GRADES	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
1-2		68	65											68	65
1-2-3	63	67	69			68			81			64	63	67	72
2-3-4	62	68	62		62	57		78	73		61	61	62	68	65
3-4-5	64	63	62	61	57	62	76	72	74	61	61	63	67	64	67
4-5-6	63	63	61	54	60	62	67	74	71	61	64	65	62	68	67
5-6-7	59	58	60	47	58	63	64	66	68	59	59	63	59	61	64
6-7-8	54	57	58	48	58	65	60	66	67	56	60	63	55	61	64

Figure 3. ITBS MEDIAN PERCENTILE SCORES IN LANGUAGE ARTS FOR GRADES 1-8. Austin ISD interpolated medians can be compared to the national median of 50 for each test.

MECHANICS OF WRITING

GRADES	1979-80	CHANGE	1981-82
9	31	+1	32
10	34	-1	33
11	39	-1	38
12	40	-4	36

Figure 4. HIGH SCHOOL MEDIAN PERCENTILE LANGUAGE ARTS SCORES ON THE STEP. Sequential Tests of Educational Progress (STEP median percentile scores for 1980 and 1982 in Mechanics of Writing. Also shows changes in scores for grades 9-12 from 1980 to 1982. Norms used are from 1970.

		MATH TOTAL			WORD ANALYSIS (Grades 1 and 2)		
GRADE	ETHNICITY	80-81	CHANGE	81-82	80-81	CHANGE	81-82
1	Black	33	+3	36	43	+1	44
	Hispanic	40	0	40	45	+5	50
	Other	68	0	68	76	0	76
	Total	53	0	53	61	-1	60
2	Black	31	+4	35	40	+4	44
	Hispanic	40	+1	41	44	+1	45
	Other	65	+1	66	76	+1	77
	Total	50	+3	53	60	+4	64
					WORK STUDY TOTAL (Grades 3-8)		
3	Black	33	+5	38	36	+6	42
	Hispanic	36	+13	49	40	+15	55
	Other	67	+5	72	70	+4	74
	Total	52	+7	59	55	+7	62
4	Black	31	+3	34	31	+7	38
	Hispanic	36	+1	37	39	+2	41
	Other	67	-1	66	73	-2	71
	Total	52	-1	51	57	-1	56
5	Black	30	+4	34	33	+6	39
	Hispanic	38	+3	41	43	+4	47
	Other	72	-1	71	77	-1	76
	Total	55	0	55	62	0	62
6	Black	28	+3	31	28	+5	33
	Hispanic	37	+3	40	40	+3	43
	Other	71	+1	72	71	+2	73
	Total	57	+1	58	57	+4	61
7	Black	30	0	30	28	+1	29
	Hispanic	36	+2	38	33	0	33
	Other	70	0	70	68	+2	70
	Total	54	+1	55	52	+1	53
8	Black	23	+6	29	25	+4	29
	Hispanic	31	+5	36	29	+8	37
	Other	70	0	70	69	+3	72
	Total	51	+3	54	49	+7	56

Figure 5. ITBS MEDIAN PERCENTILE SCORES BY ETHNICITY: 1980-81 and 1981-82. (Page 1 of 2)

GRADE	ETHNICITY	READING TOTAL 80-81	READING TOTAL CHANGE	READING TOTAL 81-82	LANGUAGE TOTAL 80-81	LANGUAGE TOTAL CHANGE	LANGUAGE TOTAL 81-82
1	Black	42	+2	44	48	-1	47
	Hispanic	45	+2	47	46	+2	48
	Other	80	0	80	75	+1	76
	Total	63	-1	62	60	+2	62
2	Black	36	+7	43	50	+6	56
	Hispanic	40	+2	42	47	+2	49
	Other	80	0	80	73	-1	72
	Total	60	+2	62	61	+1	62
3	Black	34	+3	37	49	+4	53
	Hispanic	35	+12	47	50	+13	63
	Other	71	+2	73	78	+2	80
	Total	53	+5	58	65	+7	72
4	Black	25	+7	32	44	+4	48
	Hispanic	31	0	31	47	+2	49
	Other	72	-4	68	74	0	74
	Total	53	-2	51	62	0	62
5	Black	25	+4	29	40	+7	47
	Hispanic	35	0	35	46	+5	51
	Other	76	-2	74	78	-1	77
	Total	59	-2	57	64	+1	65
6	Black	27	+1	28	40	+1	41
	Hispanic	32	+4	36	42	+5	47
	Other	74	0	74	74	+1	75
	Total	57	+2	59	60	+3	63
7	Black	25	+3	28	35	+5	40
	Hispanic	29	+4	33	38	+5	43
	Other	71	0	71	71	+3	74
	Total	52	+2	54	57	+5	62
8	Black	21	+5	26	29	+9	38
	Hispanic	26	+4	30	34	+9	43
	Other	69	+2	71	71	+3	74
	Total	51	+3	54	57	+5	62

Figure 5. ITBS MEDIAN PERCENTILE SCORES BY ETHNICITY: 1980-81 and 1981-82 (Continued, Page 2 of 2)

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING					SCIENCE				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
9	BLACK	15	14	14	16	15	11	10	11	11	-	14	15	15	18	15	17	15	16	17	16	12	13	12	13	-	11	11	11	-	14	12	12	12	-	12
	HISP.	16	16	20	18	20	11	11	14	15	-	17	20	24	25	24	18	18	23	21	23	15	15	19	16	-	13	13	15	-	17	14	15	18	-	15
	OTHER	52	51	53	51	52	42	42	46	46	-	51	51	54	56	54	51	49	55	55	55	45	44	46	46	-	43	43	47	-	48	53	56	58	-	58
	TOTAL	39	34	35	33	34	28	24	26	27	-	36	35	38	38	37	38	36	[illegible]	36	37	33	[illegible]	31	29	-	30	29	31	-	32	38	37	38	-	36
10	BLACK	13	14	14	14	18	10	11	12	11	-	14	20	20	19	22	17	19	19	19	21	13	16	14	15	-	10	17	15	-	17	10	15	13	-	15
	HISP.	18	19	19	20	19	15	17	14	18	-	22	27	28	31	31	25	25	28	27	30	19	22	21	21	-	17	19	20	-	21	19	22	20	-	22
	OTHER	56	54	56	53	56	49	49	49	50	-	54	56	60	61	57	61	60	62	61	62	52	51	51	49	-	44	46	47	-	47	59	56	60	-	56
	TOTAL	42	42	41	37	41	35	36	34	34	-	41	44	44	44	43	46	45	45	45	45	36	38	36	34	-	32	34	34	-	33	44	45	42	-	41
11	BLACK	14	13	18	13	17	11	10	12	9	-	18	19	21	23	26	22	21	[illegible]	21	25	14	12	15	11	-	14	14	16	-	17	16	12	17	-	15
	HISP.	19	19	22	19	22	15	15	17	16	-	28	28	33	31	34	29	28	31	29	32	20	20	23	20	-	21	23	23	-	25	21	21	24	-	25
	OTHER	56	56	58	57	57	47	50	52	52	-	57	60	61	61	61	63	65	66	67	67	50	53	53	52	-	46	50	51	-	51	57	[illegible]	60	-	59
	TOTAL	43	42	46	40	41	35	38	38	36	-	45	48	49	48	47	53	54	56	51	54	39	42	42	38	-	36	38	39	-	38	46	47	49	-	44
12	BLACK	14	14	14	15	13	8	7	12	13	-	12	14	15	18	19	23	21	21	26	24	11	13	13	14	-	13	13	16	-	13	12	13	14	-	14
	HISP.	19	17	25	21	[illegible]	16	17	21	19	-	23	27	29	27	26	27	30	32	31	28	19	20	24	22	-	20	20	23	-	20	20	22	30	-	22
	OTHER	54	53	55	52	54	48	48	49	51	-	58	59	58	57	61	[illegible]	64	64	65	69	53	53	50	50	-	44	48	46	-	46	59	57	[illegible]	-	57
	TOTAL	41	44	47	42	40	34	39	40	40	-	46	50	50	47	46	52	55	55	53	53	40	43	44	41	-	[illegible]	39	40	-	36	45	49	51	-	44

Figure 6. STEP MEDIAN PERCENTILE SCORES BY ETHNICITY. Scores based on 1970 norms; median national percentile is 50.

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(81.18)

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: Accreditation Process 1981-82

Contact Persons: Nancy Baenen, Freda Holley

No. Pages: 14

Summary:

The evaluation design is a one-year plan of evaluation work for this project. It provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used.

The accreditation process is a five-year cycle plan for improvement which each school district in Texas desiring state accreditation must complete. Austin ISD is currently in its second year of implementation of its five-year plan. The evaluation of the accreditation process will focus on two types of activities:

- checking on the District's accomplishment of its second-year objectives (based on outcome data from achievement tests, discipline records, survey data, and personnel evaluation records), and

- reporting on progress made towards implementation of activities in the plan based on documentation supplied by District personnel.

The Office of Research and Evaluation will report to TEA on the results of this evaluation during the summer of 1982.

IX. Retention & Promotion

Melinda Corley
Anderson High School

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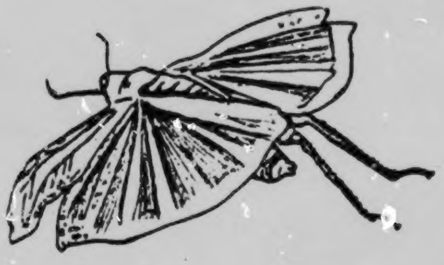


FINAL REPORT

Project Title: Retention and Promotion Study

Contact Persons: Nancy Baenen, Freda Holley

Major Positive Findings:

1. Retainees gain an average of .8 of a grade equivalent year on the ITBS in reading after one year of instruction. This is about average for low-achieving students.

2. Some students do show impressive gains on the ITBS after being retained (up to 3.2 grade equivalent years in reading and 2.7 years in math). Interviews with a few of the teachers of these students suggest that gains are more likely when:

    - the source of the retainees' learning problems can be identified,
    - a systematic plan is developed to deal with problem areas, and
    - teachers maintain a positive, interested attitude and are willing to do whatever is necessary to help retainees.

3. Retainees' performance at the end of the grade repeated is closer to that of their younger classmates than that of students with similar characteristics who were promoted.

4. Low achievement does seem to be the basis upon which students are retained. Most (79-84%) of those retained at the end of 1979-80, 1980-81, and 1981-82 scored at or below the 20th percentile on the reading and math sections of the Iowa Tests of Basic Skills (ITBS). Teachers and administrators report that insufficient academic progress was a primary reason for retention in almost all (94-99%) of the cases.

5. Reported achievement criteria used in retaining students at the end of the 1980-81 school year matched fairly closely those listed in the new retention policy which went into effect in 1981-82. The primary difference was that principals and teachers seemed to emphasize performance in daily work more than in basal texts, while the policy emphasizes the basal performance.

Major Findings Requiring Action:

1. Retainees gained less in math (.6 to .7 grade equivalent years on the average) than in reading (.8 grade equivalent years) after being retained. Only one third of the retainees met or exceeded the national average for math gains for low achievers.

2. Some students gained very little or showed losses in grade equivalent scores after being retained.

3. Retainees generally gained less in math and reading on the ITBS than a group of students with similar characteristics who were not retained. Changes in ITBS scores from the spring when students were recommended for retention to the spring at the end of the grade repeated indicate greater gains for those not retained at every grade level except three and six. Sample sizes at grade six are too small to be considered an accurate reflection of trends.

4. Students still performed below the average AISD level for their grade after being retained at every grade level except first.

5. Retention rates vary considerably (.3% to 15%) across schools. Although this may be partially due to differences in achievement, this does not appear to be the only factor. Differences may indicate uneven implementation of the policy, differences in school philosophy, or inadequate detail in standards in the policy.

6. Mexican American and Black students are retained more often than Anglo, American Indian, or Asian students. Although this appears to be tied to the achievement patterns of these students and not other factors, it points out the need for continued efforts in improving the achievement of Mexican American and Black students.

7. Boys are retained twice as often as girls at the elementary level.

WHAT IS AISD'S RETENTION POLICY AT THE ELEMENTARY LEVEL?

The Austin Independent School District (AISD) adopted a new retention and promotion policy for elementary students during April 1981 which went into effect during the 1981-82 school year. The new policy is more specific about retention than the old policy in several ways.

- It designates which students to consider for retention more clearly. The new policy specifies that students should be at least one year behind in their reading basals at grades one through six and/or one year behind in mastering math competencies at grades four through six to be considered for retention. Other factors such as age, language, physical development, social maturity, and rate of absence should then be taken into account as well.

- The new policy details the steps to be taken in notifying and working with the parents of potential retainees. The old policy did not address this.

- The new policy specifies information that the retaining teacher should pass on to the receiving teacher. It also indicates that the receiving teacher must give special attention to the retainee to assure continual progress. The teacher is to study information in the student's folder, explore alternate methods of instruction, and make sure the student does not simply repeat the same material.

- Both policies indicate that school personnel have the final responsibility for retention decisions. The new policy mandates that teachers recommend students for retention in writing and that the principal make the final decision. Although not specifically stated in the policy, the central administration will now generally not overrule the principal's decision (which was not always true in the past).

Although the new policy was not officially in effect until the 1981-82 school year, there is evidence (from surveys of administrators and teachers and changes in retention rates) that the new policy played a part in retention recommendations made during the 1980-81 school year.

WHY ARE STUDENTS RETAINED?

All AISD elementary principals and a sample of teachers were asked what criteria they used in making the decision to retain students at the end of the 1980-81 school year (when the new policy was published but not officially in effect). Teachers and principals mentioned the following factors most often in describing why students were retained:

Factors Most Often Mentioned	% Mentioning	
	Principals	Teachers
Insufficient academic progress	94%	99%
Social immaturity	50%	42%
Counter-productive behavior	20%	20%
Excessive absenteeism	16%	21%

Miguel Garza
Anderson High School

Principals and teachers felt some achievement criteria were more important than others in making retention decisions. Most considered more than one criterion.

Achievement Criteria for Retention Most Often Mentioned	% Mentioning	
	Principals	Teachers
Unsatisfactory progress on daily work and teacher-made tests	83%	88%
Lack of certain critical skills necessary for successful performance in the next grade	77%	78%
Lack of completion of appropriate series books	52%	67%
Low scores on standardized achievement tests	52%	65%

Reading and mathematics were monitored most closely, followed by language arts. Almost half of the principals and teachers mentioned that poor performance in both reading and math led to retention.

Principals and teachers both felt that conferences with parents and the attitude of school personnel toward retention were very important factors influencing parental attitudes toward retention.

When asked who would be most likely to benefit from retention, the limited number of teachers interviewed most often mentioned those who appeared to have the capability to learn but were not performing well for some reason. They also mentioned many of the same criteria revealed in the survey, as well as students who lacked motivation to learn, who did not face responsibility well, and those in the early grades.

The survey and case study results suggest that low achievement is a major criterion used in making retention decisions. Social immaturity, behavior, and absenteeism are also important, but to a lesser extent.

These results coincide well with the new policy, which emphasizes achievement first and then other factors. The type of achievement emphasized does seem to vary between policy and practice, however, at least in 1980-81. Teachers and principals seemed to focus on daily work more than the completion of basals emphasized in the policy. This difference may be of minor importance, however, since the two seem closely related.

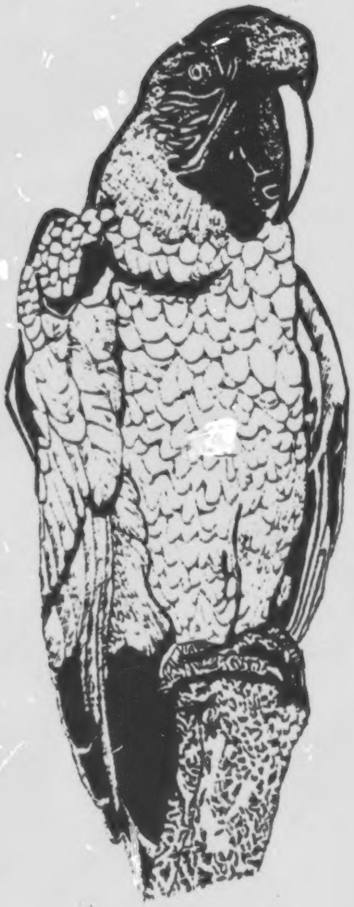
WHAT EFFECT HAS THE NEW DISTRICT POLICY HAD ON RETENTION RATES?

Overall Retention Rates

The rates of retention for 1979-80, 1980-81, and 1981-82 were reviewed to see what effect the new policy has had on retention rates. The number and percentage of students enrolled who were recommended for retention at the end of these school years were:

END OF SCHOOL YEAR	RECOMMENDED RETAINEES	ENROLLMENT (ADM)	RETENTION RATE
1979-80	652	30,393	2.15%
1980-81	1,224	29,358	4.17%
1981-82	1,443	29,425	4.92%

Figure 1. RETENTION RATES: 1979-80, 1980-81, 1981-82. Based on lists of recommended retainees submitted by schools at the end of each school year and Average Daily Membership (ADM) figures for the entire year. The 1981-82 figures are preliminary.



Rates of Retention by Grade

Retention rates also vary by grade level. First graders are retained most often with declining rates at each higher grade level through six. Figure 2 shows the retention rates by grade level for 1979-80, 1980-81, and 1981-82. As the graph illustrates, retention rates nearly doubled at every grade level except kindergarten from 1979-80 to 1980-81. Rates increased slightly at every level except kindergarten between 1980-81 and 1981-82. The largest increases were at grades four (up 1.5%) and five (up 1.10%) during 1981-82. In 1981-82, the number and percent of students in each grade retained were:

GRADE	RETAINED	PERCENT OF ENROLLMENT
K	57	1.2
1	567	12.3
2	243	5.9
3	186	4.6
4	179	4.2
5	146	3.3
6	65	1.5

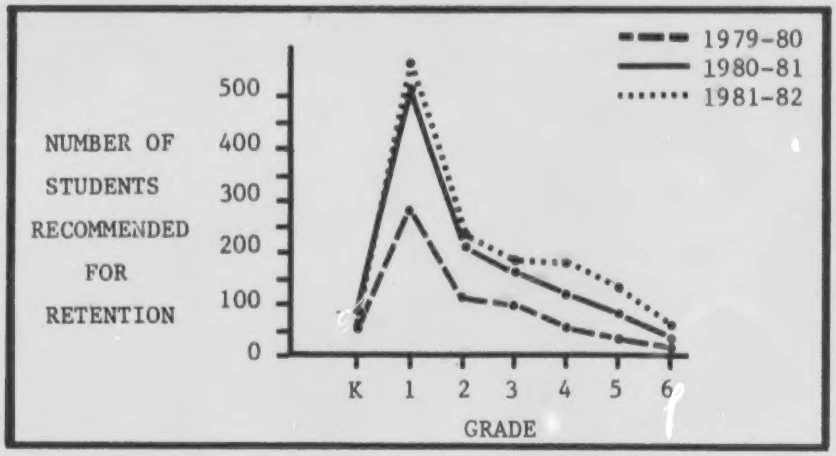


Figure 2. RETENTION RATES BY GRADE. Counts for 1981-82 are preliminary as of June 19, 1982.

Rates of Retention by School

Rates of retention vary by school. In 1979-80, the number recommended for retention varied from 0 at 11 schools to 41 at 2 schools. The percent retained varied from 0 to 9%. At the end of 1981-82, with the new policy officially in effect, there were no schools without at least one recommended retainee. The range of students recommended for retention varied from 1 at 2 schools to 100 at 1 school. The percent recommended varied from .3% to 15%.

The new policy did seem to encourage all schools to consider at least a few students for retention but did not make the rate of retention much more uniform across the District. Most school retention rates increased between 1979-80 and 1980-81 and began to stabilize in 1981-82. Changes in the percentage retained varied by over 5% between 1980-81 and 1981-82 only in five schools; four went up and one went down more than 5%. Overall, rates went up in about 58% of the schools, stayed the same in one (2%), and went down in the rest (40%). Some schools still tend to retain more students than others.

Retention Rates by Ethnicity, Income Level, and Sex

In 1981-82, 1,443 students were retained. Of these, 677 (47%) were Mexican American, 420 (29%) were Black, 321 were Anglo (22%), 17 were Asian (1%), and 8 were American Indian (.6%). Since 1979-80, the percentage of retainees who are Mexican American has remained fairly stable, while the percentage who are Black has increased about 10% and the percentage who are Anglo has decreased about 12%.

Looking at retention rates in terms of the AISD's elementary enrollment for each ethnic group provides a different perspective.

	1980-81			1981-82		
	Enrolled	Retained	Percent	Enrolled	Retained	Percent
AMERICAN INDIAN	97	0	0	104	8	7.7
BLACK	5,795	337	5.8	5,943	420	7.1
ASIAN	408	14	3.4	449	17	3.8
MEXICAN AMERICAN	8,690	575	6.6	8,986	677	7.5
ANGLO	15,013	293	2.0	15,234	321	2.1

Figure 3. ELEMENTARY RETENTION RATES BY ETHNICITY IN TERMS OF ENROLLMENT. Elementary enrollment in grades K-6 based on end-of-May Student Master File for each year. Retention figures for 1981-82 are preliminary.

In 1981-82, 7.6% of the Mexican American, 7.1% of the Black, 2.1% of the Anglo, 3.8% of the Asian, and 7.7% of the American Indian elementary students in AISD were retained. Between 1980-81 and 1981-82, the percentage of each ethnic group retained in terms of enrollment increased slightly.

About three fourths of the students retained are identified as low income, based on participation in the free or reduced-price lunch program. Almost two thirds of the retainees are boys.

Retention Rates by Title I and LEP Status

About one third of those retained at the end of 1980-81 had participated in the Title I program that year. The percentage of students retained who were classified as having Limited English Proficiency (LEP) was 22%.

Changes in Retention Rates

Rates of retention were checked in the fall and the following spring to see how many students recommended for retention actually were retained. Of the 1,225 students recommended for retention in spring of 1981, 1,107 were actually retained in the fall. This number dropped to 1,068 by spring of 1982. Thus, 118 students were not retained through the 1981-82 school year. A computer search revealed that: about 20% of these students had withdrawn from AISD (at least 7% to private schools in Austin). The rest (80%) had been promoted to the next grade or lost due to bad matches of identification numbers (some became inactive).

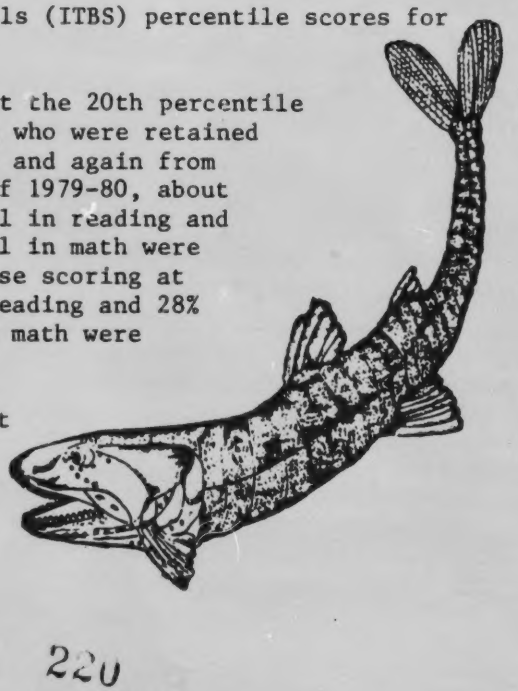
WHAT EFFECT HAS THE DISTRICT POLICY HAD ON ACHIEVEMENT?

Retention Rates by Decile

An examination of Iowa Tests of Basic Skills (ITBS) percentile scores for retainees revealed that:

1. The percentage of those scoring at the 20th percentile or below in both math and reading who were retained increased from 1979-80 to 1980-81 and again from 1980-81 to 1981-82. At the end of 1979-80, about 12% of those scoring at this level in reading and 13% of those scoring at this level in math were retained. By 1981-82, 36% of those scoring at the 20th percentile or below in reading and 28% of those scoring at this level in math were retained.

2. Most (83-84%) of those retained at the end of 1979-80, 1980-81, and 1981-82 did score at the 30th percentile or below in reading on the ITBS. About 3.5% of those retained scored above the 50th percentile in reading.



3. The percent of those retained who scored at the 30th percentile or below in math on the ITBS stayed about the same from 1979-80 to 1980-81 (81-82%) but dropped slightly in 1981-82 (79%). About 4-5% of those retained scored above the 50th percentile in math on the ITBS.

Retainee Gains

Retainees' ITBS scores were compared for the testing which occurred just before they were retained and the testing which occurred at the end of the grade repeated. Reading Total and Math Total scores revealed that:

1. Retainees from 1979-80 and 1980-81 gained more in reading on the average (.81 and .78 grade equivalent years) than in math (.60 and .66 grade equivalent years).
2. Approximately 51% of those retained in 1979-80 and 53% of those retained in 1980-81 gained at least .8 of a grade equivalent year in reading over the year. Only 34% of those retained in 1979-80 and 36% of those retained in 1980-81 gained .8 of a grade equivalent year in math over a one-year period. Low-achieving students gain about .8 of a year per year of instruction nationally on the average.
3. Rates of gain varied considerably for individual students. Some students lost as much as 1.3 grade equivalent years from test time one year to the next; others gained up to 3.2 years. Maximum gains were higher in reading than in math (3.2 compared to 2.7 grade equivalent years).

Matched Group Analyses

Students retained at the end of 1979-80 and 1980-81 were matched with students who were not retained of the same sex, ethnicity, income level, special education status, and of a similar age and pretest score level on the ITBS in reading or math. Test scores for two consecutive years were then compared using regression analyses. The analyses done at the sixth grade level are not as reliable as the rest due to the small number of students retained and tested two years in a row at this level.

Matched group analyses revealed that:

1. Nonretainees, on the average, gain about .2 and .5 grade equivalent years more in reading and math, respectively, than retainees after one year.

Michelle Kohoutek
McCallum

2. Differences in the gains of the two groups were significant at three of six grade levels in reading and four of six in math.

    - In reading, retainees from 1979-80 and 1980-81 gained less than nonretainees at grades one, four, and five. A significant difference was found between the gains of 1980-81, but not 1979-80, retainees and their matches at grade 2.

    - In math, significant differences were found between both groups of retainees and their matches at every grade level except three and six. A difference was also found in the achievement of 1979-80 retainees and their matches at grade three.

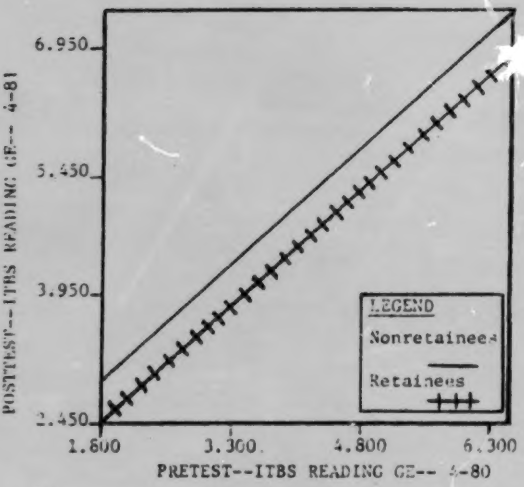


Figure 4. ITBS READING TOTAL GRADE EQUIVALENT SCORES FOR 1979-80 RETAINEES AND MATCHES: 1979-80 AND 1980-81; GRADE 4.

3. In an absolute sense, retainees' posttest grade equivalent scores are lower than those of nonretainees. However, retainees' average scores are closer to those of their classmates than those of matched students with similar characteristics who were promoted.

    - Students retained in second grade in 1980-81, for example, achieved an average grade equivalent score of 2.54 in April 1982 in math on the ITBS. The average AISD second grader scores 2.87. Retainees are thus .33 grade equivalent years below their classmates on the average.

    - Students with similar characteristics in 1980-81 who were not retained, on the other hand, show average April 1982 math grade equivalent scores of 3.29 (7 months higher than retainees). However, they are .77 grade equivalent years behind their third grade classmates who score 4.06 on the average.

    - Both groups score below their classmates at every grade except first for retainees in math.

4. The most common pattern of achievement found was one in which those with the lowest pretest scores gained the most and those with the highest pretest scores gained the least. In most cases, the retainees consistently gained less than the nonretainees regardless of pretest scores.

Conclusions on Achievement

The retention rates by decile suggest that the right students are generally being retained in terms of the new policy. Most students do show low achievement in reading and math, and the percentage of those scoring at these low levels who are retained seems to be increasing. It is surprising that some students retained do show average or above average achievement in reading and/or math. However, these students may have low achievement in the other subject area or may not be performing well in their daily work for some reason.

Gains are at about the rate expected for low achievers in reading but at a lower rate than expected in math. This could be interpreted in at least two ways. It could be that students retained for reading ability suffer in math by going over the same skills instead of moving on to new ones. It may also mean that retention simply does not help anyone's math skills as much, so only those with very low math achievement who lack critical skills necessary for the next grade should be retained.

The matched group analyses also suggest that only those with the lowest achievement in reading and math should be retained. These students show the greatest gains. The fact that the smallest differences in scores for retainees and nonretainees were at third grade suggests this could be a more promising level to retain students if necessary. The comparison of retainee and AISD average scores suggests first grade may be better than others because students come closest to the average functioning level of their classmates. The matched group analyses do not support retaining students at other elementary grade levels on the whole.

The achievement results raise a very important question about the achievement changes which are expected after retention. Is it expected that low-achieving students will show better gains after one year if retained than promoted? If so, retention falls short. Is it only expected that they will come closer to the functional level of their classmates and learn skills that will make future years easier? If the expectation is that it helps students "catch up" to their younger classmates, it does do this to some extent--especially at grade one.

The achievement results, while generally negative, do not suggest that retention is bad for all students. Some individual students do make impressive gains after retention. The results do suggest that retention decisions be made very selectively and that the lowest achievers are more likely to benefit.

The achievement picture also increases the importance of other factors in making retention decisions. The question of whether a student's self-concept and attitude toward school are more likely to suffer if the child is promoted or retained is an important consideration, as well as which group the child fits with best in terms of physical and social maturity and behavior. The economic burden to AISD and the parents of having the child in school for an additional year must also be weighed against possible benefits.

HOW CAN RETAINEES BE HELPED?

Once students are retained, it is important to know how to help them most effectively.

Some information relevant to this question was gathered through 12 case studies of students who had improved or not improved on the ITBS in reading between 1979-80 and 1980-81. The teachers of these students were interviewed in an attempt to discover what these retainees were like and whether some methods of dealing with their instructional needs were more effective than others. Findings must be considered tentative because of the small number of cases studied. More research in this area may be done next year.

The case studies led to the following impressions of the factors which might impact retainees' chances for improvement.

1) *Improved academic achievement seemed to be dependent on the right combination of teacher and student characteristics and effort levels. Each retention case was unique.*

   - Although all the students had achievement deficits, severity and sources of the problems varied considerably.

   - Teaching styles and methods varied a great deal. Teachers of retainees who improved tended to be interested, positive, and willing to go beyond what was expected normally of them to help the retainee. They seemed to give retainees extra reinforcement, the opportunity to work at their own pace, chances for leadership, and supplementary materials designed to fit their needs.

2) *Identifying the sources of students' academic problems and implementing a straightforward plan to deal with them seemed essential.*

   - Students with identifiable problems that could be addressed in a systematic way seemed easier to help. Teachers who found medical, family, or personality factors that led to academic problems and were able to deal with them in an organized way had more success with students than those who were never able to discover why students were disinterested or unsuccessful in school.

Thus, it seemed very important for the teacher to identify the source of the learning problems, work out a plan to address it, and show the child that he/she was interested and willing to do whatever was necessary to help improve achievement levels.

Descriptions of the second-grade case studies are presented below. Case studies at other grades shared certain elements but had others that were unique.

Steve's achievement in all areas on the ITBS improved between 1980 and 1981. His reading scores improved the most, with an increase from a 1.8 to a 4.8 grade equivalent level.

Steve (fictitious name) was retained as a second grader due to unsatisfactory work in all subjects, poor conduct, and a short attention span. He was hyperactive, lacked motivation to learn, and had a poor self-concept. The teacher who retained him believed his achievement would improve if his conduct did.

Steve came into the classroom howling the first day. The teacher told him his behavior was unacceptable and explained the rules. She also talked to him about being retained (he was embarrassed about it at first) and said he should view it as a chance for a fresh start. Steve was placed on medication for hyperactivity at the beginning of the 1980-81 school year. This seemed to calm him down enough to concentrate better on his studies. He was still fairly aggresive, but this caused only occasional discipline problems.

Steve's teacher's general style was tightly structured, individually oriented and informal. She did not change her overall style of teaching with Steve, but did provide him with additional support. She broke down instruction into small steps, let him work at his own pace, provided a peer tutor as needed, gave him a lot of individual attention and positive reinforcement, and provided leadership opportunities. Steve's teacher communicated with his mother once or twice a month and reported that his parents were very supportive and relieved he was doing better.

Pam's scores in math improved slightly on the ITBS from 1980 to 1981, but her reading scores went down from a 1.4 to a K.9 grade equivalent level.

Pam (fictitious name) was retained as a second grader primarily because of social immaturity and poor performance in language arts and reading. She lacked motivation to learn and did not seem to care that she was not doing well. Her parents took her horseback riding and go-carting but showed little interest in her school progress.

Pam's teacher used a tightly structured, formal approach. Most subjects were taught to the whole class with small group follow-up for those who needed it. Pam participated in these small groups and had a peer tutor for spelling. She went to a first-grade class for reading because she was so far behind her classmates. When asked to read orally, she would say words completely different from those on the page. The teacher tried to talk to her about her feelings with little success.

ABSTRACT

Title: EVALUATION DESIGN: Retention and Promotion 1981-82

Contact Persons: Nancy Baenen, Freda Holley

No. Pages: 11

Summary:

The evaluation design describes the evaluation plan for the year for this project. It includes a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used.

The retention/promotion study is designed to collect information on some basic questions of interest including:

- retention rates across years and categories;
- achievement of students retained and not retained with similar characteristics;
- academic progress of retained students before and after retention;
- factors important in retaining students; and
- effective methods of addressing the needs of retained students.

A status report of some kind is to be issued at mid-year on the project, with the final report issued during August of 1982.

81.30
(81.36)

Technical Report

ABSTRACT

Title: FINAL TECHNICAL REPORT: Retention and Promotion 1981-82

Contact Person: Nancy Baenen

No. Pages: 165

Summary:

This report documents the purpose, procedures, and results for each information source used in the retention/promotion study for 1981-82. It contains five appendices, each devoted to a single information source. Each information source provides data related to evaluation and decision questions in the 1981-82 evaluation design for the study.

Each appendix contains:

An instrument description
Purpose for administering the instrument
Procedures used to collect the data
Results
Figures presenting the data

The 1981-82 technical report on retention/promotion contains the following appendices:

Appendix A: Iowa Tests of Basic Skills
Appendix B: Retention Survey
Appendix C: Student Master File
Appendix D: Student Records and Reports
Appendix E: Case Studies

81.30
(81.66)

Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: Summer School for Retainees 1982

Contact Person: Nancy Baenen, John MacDonald

No. Pages: 15

Summary:

The evaluation design describes the evaluation plan for this project. It includes a brief project and evaluation summary, major decision and evaluation questions to be addressed, dissemination plans, information sources to be used, data to be collected in the schools, and evaluation resources.

The summer school for retainees will be held June 7 through July 9, 1982. It will include reading, mathematics, and recreational activities in a four-hour program each day. Mastery learning materials will be used in both reading and mathematics. Limited English Proficiency students in Categories A and B will have separate materials for Spanish and English language arts. The evaluation of the summer school program will focus on:

- Short-term skill mastery in reading and math of participants;
- Long-term achievement growth in reading and math of participating retainees versus non-participating retainees;
- Characteristics of the program which may relate to program effectiveness.

Separate reading objectives have been set for LEP students and some separate assessment will be necessary.

The Office of Research and Evaluation will report findings in fall of 1982 and again in summer 1983.

Tracy Lewis
Burnet Junior High

X.

Drugs Off Campus Program

Stephen Brandt
Pearce Junior High

Darrell Washington
Pearce Junior High

81.30

FINAL REPORT

Project Title: Drugs Off Campus (DOC)

Contact Persons: David Wilkinson, Glynn Ligon

Major Positive Findings:

1. A sample of parents surveyed overwhelmingly agreed that the use of dogs to find drugs and alcohol is a good idea.
2. Both staff and students at Crockett and Martin indicated that drugs were less of a problem on their campuses at the end of the DOC Program than they were at the beginning.
3. Martin had the highest incidence among junior high schools of drug-related offenses in 1980-81, but the sixth highest in 1981-82.
4. No students were disciplined as a result of dog alerts at Martin. Only 20 were at Crockett. Of these, only two were given long-term suspensions. This finding is consistent with the program's emphasis on prevention as opposed to apprehension and punishment.

Major Findings Requiring Action:

1. Staff and student support for using dogs to detect drugs and alcohol on campus declined at both the DOC Program and comparison schools from the fall to the spring of the 1981-82 school year. Staff still supported the program; students did not.
2. Crockett had the second-highest incidence of drug-related offenses among the high schools in both 1980-81 and 1981-82.
3. The legal status of the program is still in question. Two recent court cases in Texas have involved the use of drug-detecting dogs in schools. In one, the judge ruled that the use of dogs constituted unreasonable search and was prohibited by the Fourth Amendment. In the other case, the judge ruled that dogs may be used to sniff cars and lockers, but it was an intrusion of the students' privacy for them to sniff students.
4. There are some people both inside and outside the District who strongly oppose the program on the grounds that it violates students' rights.

5. There were a number of practical problems with the DOC Program as implemented. These were:

   - A great deal of administrative time was consumed by the program.
   - There were scheduling difficulties. Administrators felt that they were not given sufficient advance warning of the dogs' coming. A Martin administrator thought that their arrivals were predictable.
   - A few teachers thought that the dogs' odor was unpleasant.
   - Some dogs and handlers could have been better trained.
   - Bringing the dogs into classrooms disrupted classes, more at some times than at others.
   - The dogs' detection was not entirely accurate. Searches based on dog alerts often found nothing or noncontraband items.
   - Some students and teachers react negatively to any dog.

Evaluation Summary:

A number of activities were conducted during 1981-82 to evaluate the DOC Program. These included:

- Surveys of the attitudes of school personnel, students, and parents--given to all students and staff at Crockett and Martin and their comparison schools, Travis and Fulmore, in fall 1981 and again in spring 1982; a shorter version was mailed to a sample of parents of students in the same schools in spring 1982.

- Interviews with administrators--conducted with the principals of Crockett and Martin and those assistant principals who had been involved with the DOC Program.

- Interviews with students--conducted with a sample of students at Crockett and Martin who had been searched because of a dog alert without any contraband being found; this will be called a "false alert."

- An additional survey of teachers--given to all Crockett and Martin teachers by way of the districtwide Teacher Survey.

- Examination of discipline records kept by the District's Office of Student Affairs (OSA).

- Documentation of program costs.

- Surveys of administrators in districts with similar programs.

- Review of the research literature.

- Examination of school records documenting the program's activities relating to students.

The remainder of this report summarizes the major 1981-82 DOC Program evaluation findings. More specific information may be obtained by consulting two other reports: Final Technical Report: Drugs Off Campus Program 1981-82 (Publication Number 81.54) and Supplementary Material: Drugs Off Campus Program 1981-82 (Publication Number 81.M).

WHAT WERE THE ACTIVITIES OF THE DOC PROGRAM ?

WHAT WAS THE DRUGS OFF CAMPUS (DOC) PROGRAM?

The 1981-82 Drugs Off Campus Program was a drug and alcohol abuse prevention program. The rationale behind the program was that the presence of illegal drugs, alcohol, and related materials on school campuses constituted a disruption of the educational process and made for an unsafe educational environment. The difficulty in detecting these items led to the decision to pilot the use of drug-sniffing dogs. Crockett High School and Martin Junior High School were selected as the sites for this pilot project.

The goal of the program was to reduce the availability and use of illegal drugs and alcohol on the campuses of the two schools where the program operated--to "get the drugs off campus." To achieve this objective, AISD contracted with Security Associates International (SAI) to provide dogs trained to detect alcohol and illegal drugs. With the aid of the trained dogs and their handlers, unscheduled searches were conducted in the parking lots, lockers, hallways, and classrooms of the two schools. Beginning in October 1981, the program operated through the course of the 1981-82 school year, concluding near the end of school, May 1982.

HOW MUCH DID THE PROGRAM COST? WHAT WERE THE INDIRECT COSTS?

According to records supplied by the Office of Secondary Management, the direct cost of the DOC Program was $12,033. This amount represents 59% of the $20,500 budgeted. For this sum, SAI provided 429.75 hours of services at $28 per hour. The services included orientations for staff, students, and parents at Crockett and Martin, and 50 site visits (32 to Crockett, 18 to Martin) to search for contraband.

The indirect costs of the program were less tangible and cannot be assigned a monetary figure. These costs are listed below.

- There was a loss of instructional time for classes while the dogs were present and for individual students while they were being searched.
- There was a loss of administrative time on each occasion when the dogs were brought to the campus. Administrators usually accompanied the dogs during their detection activities and performed or were on hand for the subsequent searches.
- There were affective costs also. As a result of false alerts, 33 students were needlessly subjected to searches. Several of these students reported being publicly embarrassed by the search procedures. It should be noted, however, that no strip searches were conducted. A few teachers reported emotional costs to students such as lessened trust in the school. A few teachers also felt threatened by the program.

HOW DID PEOPLE REACT TO THE DOC PROGRAM ?

WHAT DID SCHOOL STAFF, STUDENTS, AND PARENTS THINK ABOUT DOC?

Drug/Alcohol Survey

Figures 1 and 2 present the responses to selected items.

The spring response rate was lower, especially for students. Most likely this represents a drop in interest in the DOC Program, but the opinions of these nonrespondents is unknown. Also, large percentages--as much as one fourth--of the staff and students responding to the survey were undecided about whether the use of dogs was a good idea. In some instances there was no clear majority for or against. Taking these factors into consideration, survey results in Figure 1 from respondents expressing an opinion reveal that:

- Parents overwhelmingly agreed that the use of dogs is a good idea.
- School staffs agreed, but not as strongly.
  - This agreement was weaker at the end of the program than at the beginning.
  - Martin staff had the lowest level of agreement.
- Students agreed with the use of dogs less by the end of the program.
  - The majority of Crockett students supported the use of dogs when the program began, but at the end of the school year did not.
  - Martin students agreed with the use of dogs before and after the program, but much less afterwards.

Teacher Survey

- Few Crockett teachers (15%) responding to the survey thought that the DOC Program hindered "important ongoing educational activities." More of the Martin teachers (28%) thought it did.
- A majority of the Crockett teachers (70%) and of the Martin teachers (53%) responding indicated that they had received adequate information about the DOC Program.
- Most of the Crockett teachers (61%) and of the Martin teachers (56%) felt that their students had reacted well to the DOC Program.

		FALL				SPRING			
	CROCKETT	Agree	Disagree	Not Sure	N =	Agree	Disagree	Not Sure	N =
Using dogs to detect drugs on campus is a good idea.	Staff	83%	7%	10%	167	78%	16%	7%	153
	Students	56%	28%	17%	2282	39%	46%	15%	1531
	Parents	-	-	-		83%	11%	6%	66
Using dogs to detect alcohol on campus is a good idea.	Staff	78%	7%	14%	167	77%	16%	7%	153
	Students	50%	31%	20%	2282	37%	47%	17%	1531
	Parents	-	-	-		77%	11%	12%	66
	MARTIN								
Using dogs to detect drugs on campus is a good idea.	Staff	54%	28%	19%	66	48%	38%	15%	61
	Students	71%	17%	12%	789	53%	33%	15%	673
	Parents	-	-	-		87%	10%	4%	52
Using dogs to detect alcohol on campus is a good idea.	Staff	47%	30%	25%	66	44%	39%	17%	61
	Students	66%	20%	14%	789	49%	35%	17%	673
	Parents	-	-	-		81%	12%	8%	52
	TRAVIS								
Using dogs to detect drugs on campus is a good idea.	Staff	70%	16%	14%	154	60%	20%	21%	129
	Students	43%	40%	17%	1685	37%	45%	18%	1454
	Parents	-	-	-		88%	12%	0%	56
Using dogs to detect alcohol on campus is a good idea.	Staff	67%	18%	15%	154	53%	22%	26%	129
	Students	35%	45%	20%	1685	31%	48%	21%	1454
	Parents	-	-	-		88%	12%	0%	56
	FULMORE								
Using dogs to detect drugs on campus is a good idea.	Staff	71%	7%	22%	79	71%	18%	11%	64
	Students	54%	27%	18%	776	47%	26%	16%	797
	Parents	-	-	-		89%	6%	6%	54
Using dogs to detect alcohol on campus is a good idea.	Staff	60%	15%	26%	79	63%	20%	18%	64
	Students	53%	28%	20%	776	43%	41%	17%	797
	Parents	-	-	-		85%	8%	7%	54

Note: Due to the rounding procedure (.5 or higher to round up), percentages will not always total 100%.

Figure 1. RESPONSES TO SURVEY QUESTIONS RELATED TO THE DOG PROGRAM, FALL 1981 AND SPRING 1982. Parents were surveyed only in the spring.

		STAFF				STUDENTS			
	CROCKETT	Agree	Disagree	Not Sure	N =	Agree	Disagree	Not Sure	N =
Drugs are a problem on this campus.	Fall	72%	6%	23%	167	45%	21%	35%	2282
	Spring	62%	17%	20%	153	39%	34%	27%	1531
Alcohol is a problem on this campus.	Fall	47%	14%	39%	167	20%	37%	42%	2282
	Spring	41%	23%	36%	153	19%	49%	32%	1531
	MARTIN								
Drugs are a problem on this campus.	Fall	51%	16%	33%	66	41%	16%	43%	789
	Spring	40%	30%	31%	61	31%	30%	39%	673
Alcohol is a problem on this campus.	Fall	15%	34%	51%	66	19%	40%	42%	789
	Spring	10%	51%	39%	61	16%	50%	34%	673
	TRAVIS								
Drugs are a problem on this campus.	Fall	70%	7%	24%	154	41%	29%	31%	1685
	Spring	73%	6%	21%	129	40%	32%	28%	1454
Alcohol is a problem on this campus.	Fall	44%	21%	35%	154	20%	46%	34%	1685
	Spring	48%	17%	36%	129	22%	46%	32%	1454
	FULMORE								
Drugs are a problem on this campus.	Fall	56%	4%	40%	79	39%	22%	40%	776
	Spring	64%	5%	31%	64	39%	27%	34%	797
Alcohol is a problem on this campus	Fall	6%	41%	52%	79	23%	40%	37%	776
	Spring	8%	39%	52%	64	15%	50%	34%	797

Note: Due to the rounding procedure (.5 or higher to round up), percentages will not always total 100%.

Figure 2. RESPONSES TO SURVEY QUESTIONS RELATED TO THE PROBLEM OF DRUGS AND ALCOHOL ON CAMPUS, FALL 1981 AND SPRING 1982.

Student Interview

The interviews with students incorrectly identified by the dogs revealed that:

- The reactions students had to being searched were varied.
  - Over one third (38%) of the students reported taking the search in stride. Typical statements by these students were that they had "nothing to hide" and so were "not really scared."
  - However, over half (56%) of the students reported experiencing unpleasant feelings, including being frightened, angry, and embarrassed.
- Even though they had been under suspicion of having drugs, some students supported the intent of the program and upheld the right of the school to search them, their lockers, or their cars.
- A few students were embittered by the experience of being searched and stated they would not submit as readily to being searched if the situation came up again.

Administrator Interview

- Administrators believed that, overall, their staffs, the students, and parents were accepting of the program. They noted that a minority of the teachers were against the program.
- Administrators thought that the program was valuable and should be retained in the coming year. The only exception was the Martin principal who questioned the benefit of the program relative to its cost.

WERE THE RIGHTS AND FEELINGS OF STUDENTS GIVEN ADEQUATE CONSIDERATION BY THE PERSONS INVOLVED WITH THE DOG PROGRAM?

Yes, in the opinions of most persons.

- Nearly two thirds (63%) of the Crockett teachers thought so; 15% did not. By comparison, 39% of the Martin teachers agreed this was the case and 27% disagreed.
- Crockett and Martin principals and assistant principals unanimously reported that the rights and feelings of students were given adequate consideration.
- Comments offered about the program by Martin teachers indicated that a few teachers were concerned about the invasion of students' rights and privacy and the attention focused on students who were singled out by the dogs.

- Most of the students interviewed about their false detection had no serious complaint about how they were treated. However, two students reported that they were made to feel as if they were hiding something when they were not. Several students mentioned the adverse attention they received from peers subsequent to their removal from class for the search.

WHAT EFFECT DID THE DOC PROGRAM HAVE ?

DID THE SERVICES PROVIDED MEET THE NEEDS OF THE SCHOOLS?

Yes, in the opinions of Crockett and Martin administrators and teachers. Approximately two thirds of the Crockett and Martin teachers responding indicated that they had received adequate information about the DOC Program. Crockett and Martin principals and assistant principals all thought the services provided were adequate but stated a few qualifications.

- A Martin assistant principal stated that the dogs were not as well trained as they might have been.
- Two Crockett assistant principals commented that some dog handlers worked well with the students; others did not.

DID THE ACTIVITIES OF THE DOC PROGRAM HINDER THE EDUCATIONAL PROCESS? DID THEY HELP IT?

The balance of opinion among school personnel at Crockett and Martin was that the program was not a hindrance. Administrators at Crockett thought the program had been a help.

- Although one quarter (28%) of the Martin teachers responding to the teacher survey thought that the DOC Program hindered "important on-going educational activities," more than one third (36%) of their fellow teachers disagreed.
- At Crockett, only 15% of the teachers responding agreed that the program was a hindrance, while 69% disagreed.
- Both of the principals of Crockett and Martin stated that the program neither helped nor hindered the educational process.
  - The Martin principal added that, as a result of the program's activities, there was a small loss in instructional time and a "great deal of administrative time lost."
  - The Crockett principal made a case for the minimal intrusiveness of the dogs.

WHAT HAPPENED TO STUDENTS APPREHENDED FOR POSSESSION AND/OR USE OF ILLEGAL DRUGS OR ALCOHOL?

Records kept by the DOC Program schools and by the District's Office of Student Affairs showed that:

- No students were apprehended at Martin as a result of the detection activities of the dogs.
- Only 20 students at Crockett were disciplined as a result of dog alerts. This finding is consistent with the program's emphasis on prevention as opposed to apprehension.
- Only two students at Crockett were given long-term suspensions for drug-related offenses detected by the use of dogs. Both of these occurred in the fall semester; none occurred in the spring semester. The majority of the suspensions given to Crockett students apprehended by the use of dogs were probated, meaning that the student was not required to leave school.

Figure 3 summarizes the disciplinary action taken by the DOC Program schools as a result of the program's activities.

SCHOOL	SEMESTER	NUMBER OF DOG ALERTS	NUMBER OF DISCIPLINARY ACTIONS	ACTIONS TAKEN	NUMBER OF STUDENTS
Crockett	Fall 1981	33	11	. Probated suspension; drug counseling	2
				. Probated suspension	1
				. Probated suspension; counseling	1
				. Probated suspension; drug counseling; strict behavior requirements	1
				. Long-term suspension; drug counseling	1
				. Long-term suspension; drug counseling; vocational assistance	1
				. Conference and informal probation	2
				. Conference and informal probation; drug counseling	1
				. Semester of volunteer work	1
	Spring 1982	30	9	. Informal probation	3
				. Probated suspension; drug counseling	3
				. Probated suspension	1
				. Barred car from campus; informal probation	1
				. Forty (40) hours detention	1
Martin	Fall 1981	2	0		
	Spring 1982	4	0		

Figure 3. DISCIPLINARY ACTIONS TAKEN AS A RESULT OF DOG ALERTS.

DID THE DOC PROGRAM REDUCE THE INCIDENCE OF DRUG-RELATED ACTIVITIES ON THE CAMPUSES OF CROCKETT AND MARTIN?

This question cannot be answered conclusively with the data at hand. Survey results from staff and students suggest that most people thought the DOC Program reduced the drug problem. However, the discipline data do not provide clear evidence at Crockett, but do indicate a program effect at Martin. Figure 2 presents the responses to selected survey items. Responses to related items showed similar trends. Results from respondents expressing an opinion reveal that:

- Both staff and students at Crockett and Martin indicated that drugs were less of a problem on their campuses at the end of the program than they had been at the beginning.

- Staff and students at the comparison schools reflected the opinion that drugs were about as much of a problem on their campuses at the end of the program as at the beginning. Fulmore students indicated that alcohol was less of a problem at the end of the school year than at the beginning.

- The Crockett principal and assistant principals believed that the activities of the program reduced the incidence of drug-related activities on their campus.

- The Martin principal was less convinced about the program's effectiveness. He stated that there had not been many alerts. He also expressed the opinion that the dogs did not really do their job. The principal noted that the few drug-related cases involving Martin students had been discovered by school personnel themselves. The principal concluded that "psychologically" the program may have been effective, but that he could not pinpoint its effect.

- The Martin assistant principals spoke more positively about the program. The assistant principals agreed that Martin was having an "outstanding" year as far as drugs were concerned, which spoke well for the program as a deterrent, but they also attributed the superiority of the year over past years to other factors, including more maturity on the part of the current group of eighth graders and the good job Martin did in dealing with integration.

SUMMARY OF THE DOGS' ACCURACY

	CROCKETT	MARTIN
Number of Visits	32	18
Number of Alerts	63	6
- Contraband found	33	0
- No contraband found	27	6
- Undetermined	3	0

Discipline Records

Records kept by the District's Office of Student Affairs (OSA) showed that:

- At both of the DOC schools, the total number of drug-related offenses in 1981-82 decreased from the number in 1980-81. However, the number also decreased in four other high schools and four other junior high schools.
- Crockett had a 25% decrease in the total number of drug-related offenses from 1980-81 to 1981-82. Of the nine high schools, four had larger decreases, three had increases, and one remained the same.
- Martin had a 73% decrease in the total number of drug-related offenses from 1980-81 to 1981-82, the largest decrease of all the ten junior high schools (leaving aside Murchison where the incidence of drug-related offenses has been so low that the calculation of percent change is not meaningful).
- In 1980-81, Martin had the largest incidence of drug-related offenses among the junior high schools; in 1981-82 it had the sixth-largest. Crockett had the second-largest number of drug-related offenses during both years.

Figure 4 presents the total number of drug-related offenses at each of the junior high and high schools for the last three years, 1979-80 through 1981-82.

	NUMBER OF OFFENSES		
SCHOOL	79-80	80-81	81-82
Bedichek	18	27	11
Burnet	2	5	17
Dobie	12	6	8
Fulmore	11	32	14
Lamar	2	0	4
Martin (DOC)	6	33	9
Murchison	0	1	0
O. Henry	0	9	13
Pearce	0	1	6
Porter	19	11	10
TOTAL	70	125	92
Anderson	12	25	13
Austin	22	58	41
Crockett (DOC)	14	40	30
LBJ	16	22	29
Johnston	9	27	12
Lanier	4	10	10
McCallum	14	4	16
Reagan	6	13	29
Travis	20	11	7
TOTAL	117	210	187

Figure 4. TOTAL NUMBER OF DRUG-RELATED OFFENSES REQUIRING DISCIPLINE IN AISD SECONDARY SCHOOLS, 1979-80 THROUGH 1981-82.

Comparison with Figure 3 on page X-8 shows that although there were nine drug-related offenses disciplined at Martin in 1981-82, none of these was as the result of a dog alert. At Crockett, of the 30 drug-related offenses which required discipline, only two long-term suspensions were directly attributable to the DOC Program. The 18 other DOC-related disciplinary actions shown in Figure 3 were not included since OSA records reflect only those offenses disciplined by corporal punishment or some kind of suspension.

WHAT TYPE OF PROGRAM SHOULD AISD HAVE ?

HOW MUCH OF A PROBLEM ARE DRUGS AND ALCOHOL IN AISD? WERE THEY A PARTICULAR PROBLEM ON THE TWO DOC PROGRAM CAMPUSES?

According to the Office of Student Affairs' 1981 Discipline Report, in 1980-81 the offense category of drugs, alcohol, and smoking ranked 7 of 11 with a total of 374 offenses reported by all AISD schools. The number of offenses for the drugs/alcohol/smoking category was exceeded by the numbers of offenses for insubordination, fighting, class cutting, disruption, disrespect, and obscenities. The number of offenses for drugs and alcohol alone in 1980-81 was 341. Rankings for 1981-82 are not yet available from OSA, but as of June 6, 1982, a districtwide total of 285 offenses for drugs and alcohol were reported.

Figure 4 on page X-10 shows the number of drug-related discipline offenses at each junior high school and high school for the current and two past school years. From these data, it may be inferred that drugs and alcohol were not more of a problem at Crockett and Martin than at some other schools. By their own accounts, the principal of Crockett volunteered and the principal of Martin agreed to participate in the pilot program.

IF THE PROGRAM IS RETAINED IN THE 1982-83 SCHOOL YEAR, WHAT CHANGES DID SCHOOL PERSONNEL RECOMMEND?

- The Crockett principal saw the following as desirable changes:
  - Better parent involvement;
  - More people exposed to the program as actually practiced, which would correct their misconceptions.
- The Crockett assistant principals recommended:
  - Fewer hours when the dogs were on campus;
  - Some referral agency or some funds for someone to come to the campus so that rehabilitative work could be done with the students.
- The Martin principal saw the need for upgrading the quality of the program's services, specifically, "better dogs."
- The Martin assistant principals suggested that advance warning of the dogs' coming would enable them to plan their time better.

Teachers at Martin responding to a questionnaire recommended the following:

- Restrict the use of dogs to locker searches, but do not announce that fact. Scan rooms on a random basis and then only with a teacher's approval.
- Conduct unscheduled locker checks and searches of suspects.
- Exercise more secrecy in handling a suspected student.
- Employ more real-world investigative techniques besides dogs, including locker inspection and inviting police to search a student.

WHAT MIGHT BE ALTERNATIVES TO THE DOC PROGRAM IN THE 1982-83 SCHOOL YEAR?

The following might be alternatives to the DOC Program as piloted in 1981-82:

1. Expand the program to more campuses. Although this is a potentially more expensive alternative if the same amount of coverage is given to each additional campus as was given to Crockett and Martin, fewer site visits could be conducted at more schools. Presumably, the knowledge that the dogs could come to any school at any time would have some deterrent value even if their visits were infrequent.

2. Modify the present program.
   - Some modifications suggested by school personnel are listed above.
   - Another feasibility might be to employ the services of a contractor like SAI on an "as needed" basis.
   - Discontinue classroom searches and use the dogs to check only lockers and cars.
   - Restrict the program to high school where the incidence of drug-related activity is greatest.

3. Emphasize drug counseling and education programs.
   - Use the funds expended for DOC to fund other activities through the District's Crime Prevention and Drug Education (CPDE) Program. Uses of the funds might include:
     - Staff development for teachers who are interested and want to participate in using the affective curriculum materials available.
     - Staff development for administrators.
     - Liaison with community organizations which work with drug and alcohol abuse.
     - Hiring an outside consultant to provide counseling services for students who abuse drugs and alcohol.
     - Purchase of additional CPDE-approved materials.
   - Fund other drug abuse prevention programs which seek to treat the problem through counseling and group interaction techniques. An example is the Peer Counseling Program presently operating on two high school and two junior high school campuses.

4. Continue to leave drug abuse prevention up to administrators and teachers at each campus. Currently, the responsibility for dealing with drug and alcohol problems falls to campus administrators, staff, and faculty. There are some options, such as operating a closed campus, which could limit on-campus abuse.

81.30
(81.08)

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: 1981-82 Drugs Off Campus Program

Contact Persons: David Wilkinson, Glynn Ligon

No. Pages: 16

Summary:

The evaluation design is a one-year plan of evaluation work for this project. It provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used.

The Drugs Off Campus Program is a one-year, locally funded pilot project aimed at reducing the availability and use of illegal drugs and alcohol on the campuses of Martin Junior High School and Crockett High School by conducting unscheduled searches using trained dogs. The evaluation of the program involved two major activities:

1. The production of a final report and a final technical report which present information relevant to the decision questions specified in the evaluation design.
2. The dissemination of evaluation information to District personnel at the conclusion of the program.

81.30
(81.54)

Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: Drugs Off Campus Program 1981-82

Contact Persons: David Wilkinson, Glynn Ligon

No. Pages: 142

Summary:

This is the accompanying document to the 1981-82 Drugs Off Campus Final Report included in this volume.

In the 1981-82 school year, AISD contracted with a private firm to provide for the services of trained dogs and handlers in detecting illegal drugs and alcohol on the campuses of Crockett High School and Martin Junior High School. The evaluation was designed to gather useful data concerning the effect of this program on the availability and use of drugs by students at these schools. The basic areas covered include:

- An examination of program workings
- A comparison of the opinions of staff and students before and after implementation
- An examination of a sample of parent opinion
- An examination of instances of false alerts
- A comparison of drug-related discipline rates before and after implementation
- A comparison with similar programs in other districts
- A follow-up of students on whom there were dog alerts

Data were gathered from a survey of staff and students, interviews with students and administrators, a survey of teachers, a survey of other districts, school records, and other District records. This technical report documents the purpose, procedures, and results for each information source used in the evaluation during 1981-82. A summary of results is first presented, followed by appendices which each cover one data collection instrument or information source.

Richard Reesman
Johnston High School

XI.
Gifted & Talented Program

5

81.30

FINAL REPORT

Project Title: Program for the Gifted and Talented

Contact Person: Angela Ladogana, Jonathan J. Curtis

Major Positive Findings:

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1. There are 54 schools in AISD with one or more programs for gifted and talented students. This represents 67.5% of all schools in AISD. A total of 123 Gifted and Talented Programs are being offered, covering a wide variety of academic and non-academic areas.
2. Response to the Gifted and Talented Programs has been very favorable. Questionnaires were sent to teachers of Gifted and Talented Programs and parents of students participating in a program. An overwhelming majority (97% of the parents, 93% of the Gifted and Talented Program teachers) of those responding indicated that they felt that Gifted and Talented Programs should be continued in AISD.

Major Findings Requiring Action:

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1. The distribution of program areas being offered seems to be uneven. Only 11 (8.9%) of the 123 programs are in science and 16 (13%) are in mathematics. Of these, the majority (70%) are offered at the elementary level. Program areas that seem to be heavily favored are art (20%) and language arts (24%).

Area	Elementary	Junior High	High School
1. Art	21	1	3
2. Computer Literacy	2		
3. Foreign Language	2		1
4. Future Problem Solving	4	2	
5. High-Level Thinking	1		
6. Interdisciplinary	1		
7. Language Arts	23	4	2
8. Leadership Ability	2	1	
9. Mathematics	13	1	2
10. Music	17	1	
11. Performing Arts	2		
12. Photography and Journalism		1	
13. Science	6	1	4
14. Social Science	2	1	2
Total number of Programs	96	13	14
Total number of Schools	38	7	9
Total number of Students	1545	391	334

2. Feedback from administrators, teachers and parents indicates that Gifted and Talented Programs seem to lack organization; teacher qualifications and program requirements are not well-defined, funds seem to be unevenly distributed, program information is not adequately provided to parents.
3. There seems to be no continuity in the programs. A program may be offered at one grade level, but no provisions are made for a student to continue in that program at the next grade level, in the following year.

Evaluation Summary:

This section summarizes the major Gifted and Talented Program findings. More specific information may be obtained by consulting the 1981-82 Gifted and Talented Program Final Technical Report, Publication No. 81.70.

Austin schools meet the needs of gifted students in a variety of ways. These include acceleration, advanced classes, advanced placement courses, honors classes, individualized instruction, grouping by ability and independent study. In addition, special teacher-initiated programs for gifted students are implemented in several schools. These are pilot programs intended to supplement the other efforts listed above.

WHAT SCHOOLS IN AISD HAD GIFTED AND TALENTED PROGRAMS IN THE 1981-82 SCHOOL YEAR?

Gifted and Talented Programs were implemented in 54 schools in AISD during the 1981-82 school year. These schools are identified in Figures 1-3. Whether a school implements a Gifted and Talented Program or not seems to depend primarily on: the willingness of a teacher to submit plans for a program, and to expend the extra time and effort necessary to maintain a Gifted and Talented Program; approval of the program by the Gifted and Talented Office and the Division of Instruction; availability of funds to implement the program.

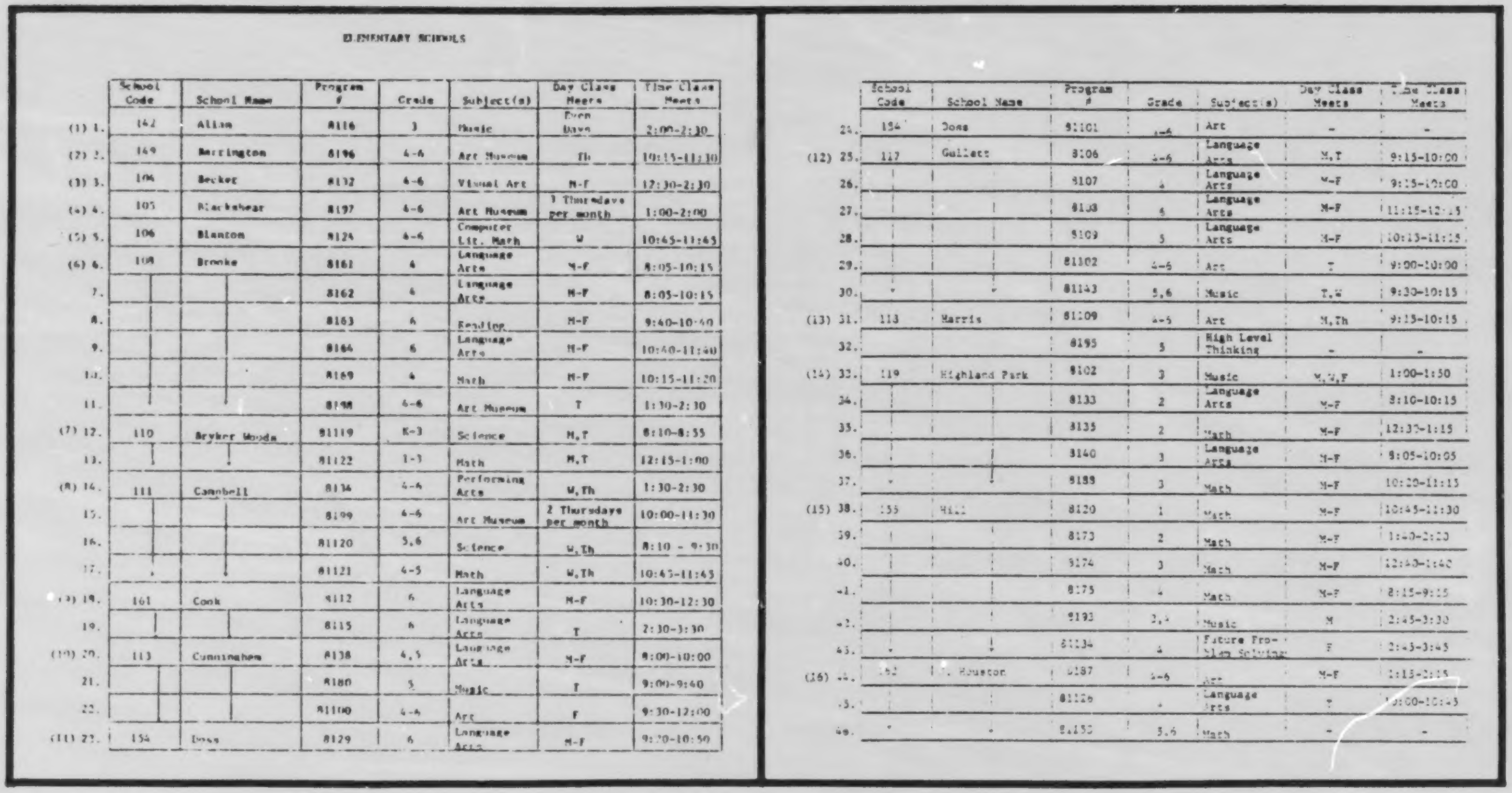
Eight of the schools contacted by ORE indicated that programs that had been submitted and approved would not be implemented this year. Reasons cited included:

- no one was available to teach the program,
- not enough funds were available to implement the program,
- students admitted into the program had not been adequately screened, therefore the program could not be conducted as a Gifted and Talented Program.

HOW MANY GIFTED AND TALENTED PROGRAMS WERE IMPLEMENTED DURING THE 1981-82 SCHOOL YEAR?

Participating schools as of March 1982 offered a total of 123 Gifted and Talented Programs covering 14 academic and non-academic areas. Figures 1-3 provide a listing of programs and corresponding subject areas.

Figure 4 represents a tally of program areas by grade levels. Of the 123 programs, 11 (8.9%) are in science, 16 (13%) are in mathematics. Of these the majority (70%) are offered at the elementary level. Program areas that seem to be heavily favored are art (20%) and language arts (24%).



ELEMENTARY SCHOOLS

	School Code	School Name	Program #	Grade	Subject(s)	Day Class Meets	Time Class Meets
(1) 1.	142	Allan	8116	3	Music	Even Days	2:00-2:30
(2) 2.	149	Barrington	8196	4-6	Art Museum	Th	10:15-11:30
(3) 3.	104	Becker	8132	4-6	Visual Art	M-F	12:30-2:30
(4) 4.	105	Blackshear	8197	4-6	Art Museum	3 Thursdays per month	1:00-2:00
(5) 5.	106	Blanton	8124	4-6	Computer Lit. Math	W	10:45-11:45
(6) 6.	108	Brooke	8161	4	Language Arts	M-F	8:05-10:15
7.			8162	4	Language Arts	M-F	8:05-10:15
8.			8163	6	Reading	M-F	9:40-10:40
9.			8164	6	Language Arts	M-F	10:40-11:40
10.			8169	4	Math	M-F	10:15-11:20
11.			8198	4-6	Art Museum	T	1:30-2:30
(7) 12.	110	Bryker Woods	81119	K-3	Science	M,T	8:10-8:55
13.			81122	1-3	Math	M,T	12:15-1:00
(8) 14.	111	Campbell	8134	4-6	Performing Arts	W,Th	1:30-2:30
15.			8199	4-6	Art Museum	2 Thursdays per month	10:00-11:30
16.			81120	5,6	Science	W,Th	8:10 - 9:30
17.			81121	4-5	Math	W,Th	10:45-11:45
(9) 18.	161	Cook	8112	6	Language Arts	M-F	10:30-12:30
19.			8115	6	Language Arts	T	2:30-3:30
(10) 20.	113	Cunningham	8138	4,5	Language Arts	M-F	8:00-10:00
21.			8180	5	Music	T	9:00-9:40
22.			81100	4-6	Art	F	9:30-12:00
(11) 23.	154	Doss	8129	6	Language Arts	M-F	9:20-10:50

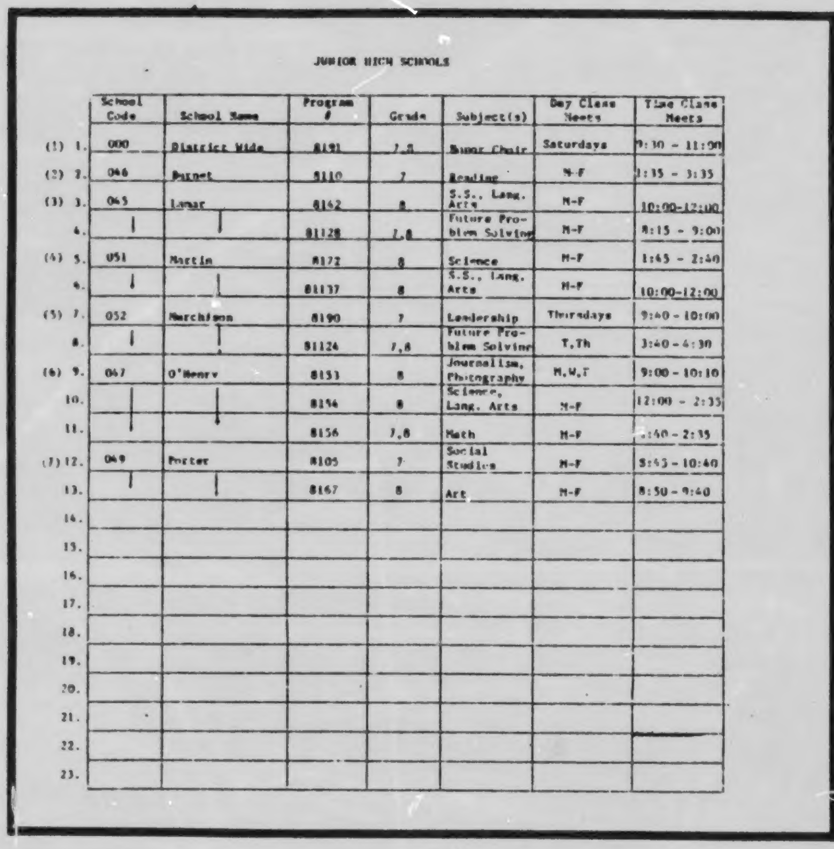
	School Code	School Name	Program #	Grade	Subject(s)	Day Class Meets	Time Class Meets
24.	154	Doss	81101	4-6	Art	-	-
(12) 25.	117	Gullett	8106	4-6	Language Arts	M,T	9:15-10:00
26.			8107	4	Language Arts	M-F	9:15-10:00
27.			8108	6	Language Arts	M-F	11:15-12:15
28.			8109	5	Language Arts	M-F	10:15-11:15
29.			81102	4-6	Art	T	9:00-10:00
30.			81143	5,6	Music	T,W	9:30-10:15
(13) 31.	113	Harris	81109	4-5	Art	M,Th	9:15-10:15
32.			8195	5	High Level Thinking	-	-
(14) 33.	119	Highland Park	8102	3	Music	M,W,F	1:00-1:50
34.			8133	2	Language Arts	M-F	8:10-10:15
35.			8135	2	Math	M-F	12:30-1:15
36.			8140	3	Language Arts	M-F	9:05-10:05
37.			8188	3	Math	M-F	10:20-11:15
(15) 38.	155	Hill	8120	1	Math	M-F	10:45-11:30
39.			8173	2	Math	M-F	1:40-2:20
40.			8174	3	Math	M-F	12:40-1:40
41.			8175	4	Math	M-F	8:15-9:15
42.			8193	3,4	Music	M	2:45-3:30
43.			81134	4	Future Problem Solving	F	2:45-3:45
(16) 44.	162	J. Houston	8187	4-6	Art	M-F	1:15-2:15
45.			81126	4	Language Arts	T	10:00-10:45
46.			81150	5,6	Math	-	-

Figure 1: LISTING OF ELEMENTARY SCHOOLS IN AUSTIN WITH GIFTED AND TALENTED PROGRAMS.

	School Code	School Name	Program #	Grade	Subject(s)	Day Class Meets	Time Class Meets
(17) 47.	166	Langford	81111	4-6	Art Museum	M-F	varies
48.	↓	↓	81133	4-6	Future Problem Solving	M,F	2:45-3:45
49.	↓	↓	81135	1-5	Language Arts	T,Th	8:45-9:10
(18) 50.	121	Lee	8128	5-6	Music	T,Th	10:45-11:30
51.	↓	↓	81103	5-6	Art	M,T	1:15-2:15
52.	↓	↓	81114	K-6	Science	T	varies
(19) 53.	123	Mathews	81138	4-6	Inter-disciplinary	T,Th	2:00-3:00
54.	↓	↓	81140	6	Inter disciplinary	M-F	-
(20) 55.	124	Metz	8139	3	Music	M,W	1:40-2:20
56.	↓	↓	8137	3	Literature	M,F	9:20-10:55
57.	↓	↓	8181	3	Music	M,T,Th	1:40-2:20
(21) 58.	148	Oak Hill	8183	3,4	Computer Literacy	T,Th	10:40-11:40
59.	↓	↓	8185	4	Math	T,Th	8:00-8:55
60.	↓	↓	8186	K-6	Language Arts	Th	11:40-12:40
61.	↓	↓	81104	4-6	Art	every other Tuesday	10:00-11:00
62.	↓	↓	81131	5,6	Future Problem Solving	Th	11:40-12:40
(22) 63.	125	Oak Springs	8114	3	Music	odd days	1:45-2:15
(23) 64.	126	Ortega	8194	5	High Level Thinking	M-Th	9:00-10:00
65.	↓	↓	81112	4-6	Art	M	9:15-10:15
(24) 66.	129	Pecan Springs	81130	2,3	Music	even days	12:30-1:00
(25) 67.	130	Pleasant Hill	8179	3,4,5	Music	F	11:30-12:15
68.	↓	↓	81105	4-6	Art	F	9:15-10:15
69.	↓	↓	81132	3,4,5	Drama	T,Th	8:45-9:30

FIGURE 1 CONTINUED.

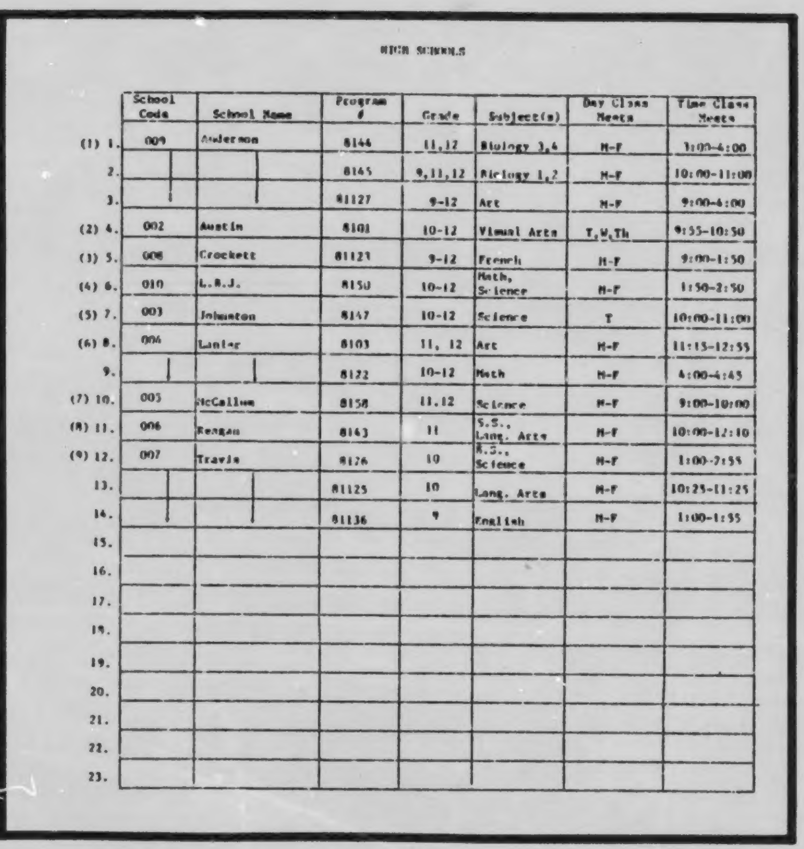
	School Code	School Name	Program #	Grade	Subject(s)	Day Class Meets	Time Class Meets
70.	130	Pleasant Hill	81149	3-6	Leadership	M	12:45-1:30
(26) 71.	131	L. Read	8127	5	Language Arts	M-F	10:00-12:00
(27) 72.	134	Rosedale	8123	5	Music	odd days	2:00-2:30
73.	↓	↓	81106	4-6	Art	W	1:15-2:15
74.	↓	↓	81150	6	Leadership	M	1:00-2:00
(28) 75.	135	Rosewood	81129	3	Music	odd days	1:55-2:55
(29) 76.	127	Sanchez	8111	3	Music	M	12:30-1:10
(30) 77.	139	Sims	8113	2,3	Music	T,Th	1:15-2:20
(31) 78.	158	Sunset Valley	8125		Music	M,W	8:00-8:30
79.	↓	↓	8146	2	S.S., Span. Lang. Arts	M-F	8:30-11:00
(32) 80.	140	Travis Heights	8130	3	Science	M,W	10:10-10:40
81.	↓	↓	81107	4-6	Art	Th	1:00-2:20
82.	↓	↓	81113	5,6 K,1,2,4	Science	M	8:00-2:35
(33) 83.	167	Webb	8117	4	Math	M-F	12:05-1:05
(34) 84.	157	Winn	8131	4	German	T,F	9:50-10:20
85.	↓	↓	8132	4	Language Arts	M-F	7:50-10:20
(35) 86.	152	Woolridge	81108	4-6	Art	M,T,Th	9:00-10:15
87.	↓	↓	81142	4-6	Future Problem Solving	W	2:45-3:45
(36) 88.	144	Wooten	8155	2	Science	T,W	8:00-8:35
89.	↓	↓	8158	3	Visual Arts	W	11:00-11:45
(37) 90.	145	Zavala	8161	6	Language Arts	M-F	9:10-10:10
91.	↓	↓	8177	5	Language Arts	M-F	10:15-11:30
92.	↓	↓	8178	6	Language Arts	M-F	9:05-10:55
93.	↓	↓	81110	4-6	Art	M	12:00-2:00
(38) 94.	146	Zilker	8182	6	Music	odd days	[illegible]



JUNIOR HIGH SCHOOLS

	School Code	School Name	Program #	Grade	Subject(s)	Day Class Meets	Time Class Meets
(1) 1.	000	District Wide	8191	7,8	Honor Choir	Saturdays	9:30 - 11:00
(2) 2.	046	Burnet	8110	7	Reading	M-F	:35 - 3:35
(3) 3.	045	Lamar	8162	8	S.S., Lang. Arts	M-F	10:00-12:00
4.	↓	↓	81128	7,8	Future Problem Solving	M-F	8:15 - 9:00
(4) 5.	051	Martin	8172	8	Science	M-F	1:45 - 2:40
6.	↓	↓	81137	8	S.S., Lang. Arts	M-F	10:00-12:00
(5) 7.	052	Murchison	8190	7	Leadership	Thursdays	9:40 - 10:00
8.	↓	↓	81124	7,8	Future Problem Solving	T,Th	3:40 - 4:30
(6) 9.	047	O'Henry	8153	8	Journalism, Photography	M,W,F	9:00 - 10:10
10.	↓	↓	8154	8	Science, Lang. Arts	M-F	12:00 - 2:35
11.	↓	↓	8156	7,8	Math	M-F	:40 - 2:35
(7) 12.	049	Porter	8105	7	Social Studies	M-F	8:43 - 10:40
13.	↓	↓	8167	8	Art	M-F	8:50 - 9:40
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							

Figure 2: LISTING OF JUNIOR HIGH SCHOOLS WITH GIFTED AND TALENTED PROGRAMS.



HIGH SCHOOLS

	School Code	School Name	Program #	Grade	Subject(s)	Day Class Meets	Time Class Meets
(1) 1.	009	Anderson	8144	11,12	Biology 3,4	M-F	3:00-4:00
2.	↓	↓	8145	9,11,12	Biology 1,2	M-F	10:00-11:00
3.	↓	↓	81127	9-12	Art	M-F	9:00-4:00
(2) 4.	002	Austin	8101	10-12	Visual Arts	T,W,Th	9:55-10:50
(3) 5.	008	Crockett	81123	9-12	French	M-F	9:00-1:50
(4) 6.	010	L.B.J.	8150	10-12	Math, Science	M-F	1:50-2:50
(5) 7.	003	Johnston	8147	10-12	Science	T	10:00-11:00
(6) 8.	004	Lanier	8103	11, 12	Art	M-F	11:15-12:55
9.	↓	↓	8122	10-12	Math	M-F	4:00-4:45
(7) 10.	005	McCallum	8158	11,12	Science	M-F	9:00-10:00
(8) 11.	006	Reagan	8163	11	S.S., Lang. Arts	M-F	10:00-12:10
(9) 12.	007	Travis	8126	10	S.S., Science	M-F	1:00-2:55
13.	↓	↓	81125	10	Lang. Arts	M-F	10:25-11:25
14.	↓	↓	81136	9	English	M-F	1:00-1:55
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							

Figure 3: LISTING OF HIGH SCHOOLS WITH GIFTED AND TALENTED PROGRAMS.

Area	Elementary	Junior High	High School
1. Art	21	1	3
2. Computer Literacy	2		
3. Foreign Language	2		1
4. Future Problem Solving	4	2	
5. High-Level Thinking	1		
6. Interdisciplinary	1		
7. Language Arts	23	4	2
8. Leadership Ability	1	1	
9. Mathematics	13	1	2
10. Music	17	1	
11. Performing Arts	2		
12. Photography and Journalism		1	
13. Science	6	1	4
14. Social Science	2	1	2
Total number of Programs	96	13	[illegible]4
Total number of Schools	38	7	9
Total number of Students	1545	391	334

Figure 4: GIFTED AND TALENTED PROGRAM TYPES

HOW MANY STUDENTS RECEIVED SERVICES FROM A GIFTED AND TALENTED PROGRAM DURING THE 1981-82 SCHOOL YEAR?

AISD enrollment for the 1981-82 was a total of 52,886 students. Of these students, 2,280 or 4.3% participated in one or more Gifted and Talented Programs.

WHAT HAS THE RESPONSE BEEN TO THE GIFTED AND TALENTED PROGRAMS BY DISTRICT PERSONNEL AND PARENTS OF STUDENTS IN A GIFTED AND TALENTED PROGRAM?

Response to the Gifted and Talented Program has been favorable. Questionnaires were sent to teachers of Gifted and Talented Programs and parents of students participating in a Gifted and Talented Program. An overwhelming majority (97% of the parents, 93% of the Gifted and Talented teachers) of those responding indicated that they felt that Gifted and Talented Programs should be continued in AISD (see Figure 5).

TEACHER RESPONSE

Grade Levels	Yes		No		No Opinion	
	#	%	#	%	#	%
Elementary	64	70.3	2	2.2	3	3.3
Junior High	10	11.0	1	1.1	-	-
Senior High	11	12.1	-	-	-	-
Total	85	93.4	3	3.3	3	3.3

Total # of Teachers responding = 91
% of Teachers responding = 75

PARENT RESPONSE

Grade Levels	Yes		No		No Opinion	
	#	%	#	%	#	%
Elementary	648	74.6	23	2.6	-	-
Junior High	130	15.0	4	.5	-	-
Senior High	63	7.2	1	.1	-	-
Total	841	96.8	28	3.2		

Total # of Parents responding = 869
% of Parents responding = 38

Figure 5: SHOULD THE AISD GIFTED AND TALENTED PROGRAMS BE CONTINUED?
(PARENT AND TEACHER RESPONSE)

Although the response to the Gifted and Talented Programs was extremely favorable, some concerns were expressed by all respondents. The sections that follow summarize their opinions and suggestions.

Teachers of Gifted and Talented Programs

In May 1982, forms were sent to teachers of Gifted and Talented Programs from ORE. The purpose of the forms was to request information on gifted and talented students and programs (for entry into the masterfile) and to elicit the teacher's opinions on the Gifted and Talented Program. The following opinions and suggestions were expressed:

- the programs are challenging and stimulating to teacher and need to be continued,
- students benefit from and enjoy the programs, more need to be implemented,
- funding is insufficient and distribution is inefficient,
- the process for program submission, approval, etc. is time consuming,
- there is no recompense to teachers for extra time and effort expended,
- the process for student identification needs to be revised.

Parents of Students in Gifted and Talented Programs

In May 1982, ORE forms were also sent out to parents of students in Gifted and Talented Programs for the purpose of collecting information for the masterfile and to elicit opinions on the Gifted and Talented Programs. The following concerns and opinions were expressed:

- delighted that Gifted and Talented Programs were available to their children,
- grateful and appreciative of the teacher's talents and hard work,
- their children enjoyed the program(s) very much and learned a lot,
- the Gifted and Talented Program should definitely be continued,
- Gifted and Talented Programs seemed to be poorly organized,
- little, if any, program information was made available to the parents, including the option to be involved with the program,
- teachers of Gifted and Talented Programs did not seem to be getting any additional help, recognition, or recompense,
- students seem to be penalized for participating in a Gifted and Talented Program: too much extra homework, 'miss out' on regular class activities and (especially at the secondary level) lower grades,
- programs seem to be 'fragmented'; there appears to be no continuity.

These findings were further supported by opinions expressed by elementary school principals and Austin PTA presidents in response to questionnaires sent by the Assistant Superintendent for Elementary Instruction and the Austin City Council of PTA's Gifted and Talented Education Committee respectively.

Conclusions

Teachers and parents of students in Gifted and Talented Programs, as well as AISD administrators, all feel very strongly that Austin's Gifted and Talented Programs must be continued! Reasons for continuing the programs included:

- the students enjoy and benefit from the programs,
- parents are delighted that their children have access to programs which challenge and stimulate them,
- there are many talented teachers in the District who are willing to give their time and talents to teach a Gifted and Talented Program.

Despite the almost unanimous consensus to contine the Gifted and Talented Program, several suggestions for improvement were also made.

Areas needing particular attention include:

- program organization: application process/guidelines/ uniformity/continuity,
- program funding,
- gifted and talented teacher qualifications,
- student selection procedures,
- recompense and assistance to program teachers,
- positive reinforcement for students in a Gifted and Talented Program,
- dissemination of program information to parents and teachers.

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(81.45)

Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: 1981-82 Program for the Gifted and Talented

Contact Person: Angela Ladogana, Jonathan Curtis

No. Pages: 16

Summary:

This year's evaluation of the Gifted and Talented Programs in Austin is primarily exploratory in nature. The focus is on the identification of the program's general characteristics and unique features. Curriculum Development and achievement are secondary interests addressed by this design.

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(81.70)
Technical Report

Abstract

Title: FINAL TECHNICAL REPORT: Gifted/Talented Program 1981-82

Contact Persons: Angela Ladogana, Jonathan Curtis

No. Pages: 43

Summary:

This report documents the purpose. procedures and results for each information source used in the study of Gifted/Talented Programs for 1981-82. It contains five appendices, each devoted to a single information source. Each information source provides data related to evaluation and decision questions in the 1981-82 Evaluation Design for a Gifted/Talented Programs study.

Each appendix contains:

An instrument description

Purpose for administering the instrument

Procedures used to collect the data

Results

Figures presenting the data

The 1981-82 technical report on Gifted/Talented Programs contains the following appendices:

Appendix A: Torrance Tests of Creative Thinking

Appendix B: Iowa Tests of Basic Skills

Appendix C: Sequential Tests of Educational Progress

Appendix D: Gifted/Talented Masterfile

Appendix E: Informal Interviews and Comments Summary

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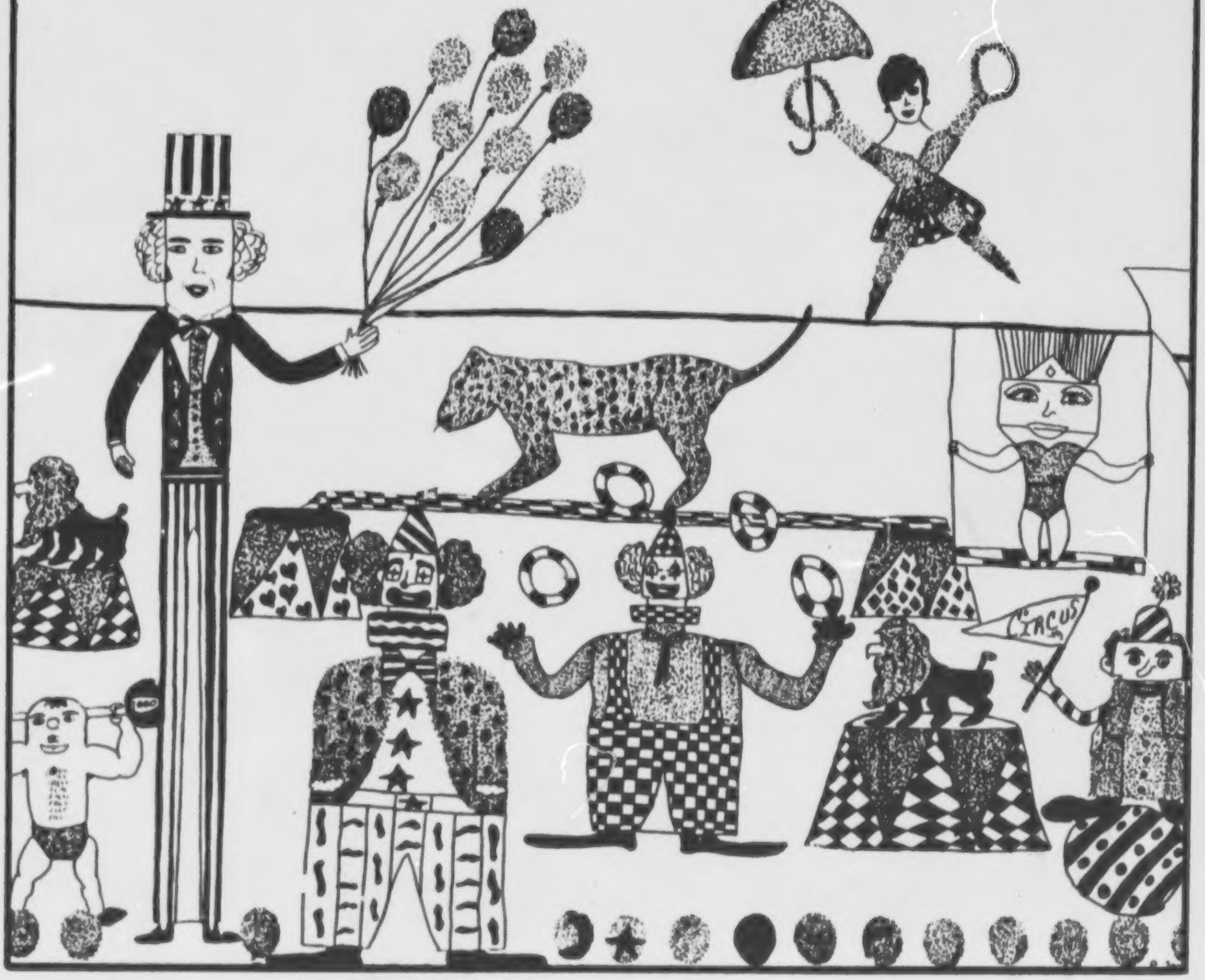
XII. Elementary Staffing Formulas



Patty Torres
Crockett High School

FINAL REPORT

Project Title: Elementary Staffing Formula

Contact Person: David Doss, Patsy Totusek, Freda Holley

Major Findings:

1. It is possible in principle to redistribute teacher positions equitably using a formula employing information in addition to enrollment to make assignments. It is unclear whether the realities of the law and particular school conditions will prevent the practical application of such a formula.

2. The roles of the assistant principal, helping teacher, and counselor are not perceived uniformly across the District. There does not appear to be a consensus as to how these positions should be allocated, although there is some agreement that they should be allocated as a "package." That is, the assignment of these positions to campuses should not be done in isolation.

Study Findings:

During the 1980-81 school year, the Consultation Council of the Austin Association of Public School Administrators (AAPSA) met with the Superintendent of AISD to discuss the issue of elementary staffing. The Consultation Council stated that the assignment of assistant principals, helping teachers, teachers, counselors, clerical staff, and instructional coordinators to campuses is based upon districtwide guidelines rather than the consideration of individual campus concerns. The council said failure to consider local campus needs creates a problem, in that schools with unique or special needs require more intense assistance from support personnel.

The Consultation Council suggested the following resolution to the issue.

> *The District should conduct a study to develop a formula for determining the allocation of personnel positions and services for individual campuses. The formula should be "weighted" and take into account such items as the following:*
>
> *Enrollment*
> *Multiplicity of programs*
> *Achievement levels*
> *Socioeconomic status*
> *Attendance*
> *Significant change of students/staff*
> *Special Education Programs*
> *Gifted and Talented Programs*

In response to the resolution, the Superintendent asked the Office of Research and Evaluation to study elementary staffing during the 1981-82 school year and to determine if a weighted formula could be used for the allocation of personnel positions.

This report provides the results of that study. Additional information can be found in the report and the appendices of the Final Technical Report: 1981-82 Elementary Staffing Study (publication number 81.42).

SURVEY AND LITERATURE REVIEW

The initial steps in the study were to search the ERIC data base and to survey the 97 largest school districts in the United States and Canada for already established formulas. The searches revealed that many districts use an enrollment-based formula similar to that used previously by AISD. The systematic adjustment of these enrollment-based allocations for differences in student or program characteristics appears to be a relatively unexplored area. Nothing was found that could be directly applied to AISD.

FORMULA DEVELOPMENT

The task then became one of developing a formula or formulas that would do the job requested in the consultation item. As the work progressed, several criteria of useful formulas and principles to guide their implementation began to emerge and were used in the development of the formulas and recommendations reported below. Several of the more important ones are presented here so that the reader can both assess the adequacy of these principles and the extent to which the resulting formulas and recommendations are consistent with them.

1. The purpose of the formula is to introduce information in addition to enrollment into the process for allocating staff to schools. Basically that means making an allocation based on enrollment and adjusting for the relevant variables.

2. The outcome of using the formula should be consistent with the purpose for using it; i.e., the results should be valid. An examination of the results should show a good relationship with what is anticipated prior to use. If the outcome is not consistent with what is desired, then the formula should be changed. (It is unlikely, however, that the results will exactly match the user's expectation because the formula has more specific knowledge about the variable of interest than the user. Since the formula may be more objective than the user, it may produce surprising results which provide new information to the user. In such cases the user may want to accept the formula rather than revise it as suggested above.)

3. The formula should have a just impact on the schools. Extraneous factors such as school size should not alter the impact of the formula. If changes in the pupil/teacher ratio (PTR) can be taken as a measure of the impact, the range of change should be essentially the same for small and large schools.

4. If one is not careful, a formula can overadjust; for example, a school might end up with a 50-to-1 pupil/teacher ratio. Some mechanism must be developed to prevent excessive adjustment.

5. For our purposes, the formula should not add to existing staff. The result should be a redistribution of staff.

6. The use of a formula cannot remove the impact of individual decision makers from the resource allocation process. Extraneous factors will influence the actual implementation of the formula. For example, small classroom size might keep the PTR at a school lower than the formula would suggest. Or in small schools, meaningful deviations from the formula may occur when the actual assignment of teachers to grades is made. In some cases political situations may force a deviation from the formula; however, once a formula is established, the political cost of making deviations must also be weighed.

7. The District should not become a slave to the formula. As conditions change, the variables used in a formula should probably change. Even if the variables do not change, the relative impact they have on the outcome may need to be changed. If a formula is adopted, remaining in control of the formula (making appropriate changes) may prove to be very difficult in the long run. The formula may develop a momentum that resists change.

Time did not exist for developing formulas for each elementary staff position. Therefore, at a meeting of representatives of ORE, Elementary Education, and the Personnel Office, it was decided to limit the formulas in 1981-82 to classroom teachers, assistant principals, helping teachers, and counselors. If the use of staffing formulas appears helpful, the inclusion of other positions can occur in subsequent years.

Classroom Teachers

The formula developed to allocate classroom teacher positions has the general formula given below:

$$\text{Number of Teachers} = \text{BASE} + \text{ADJUSTMENT}$$

The BASE portion of the formula allocates an initial number of teachers to each school based on enrollment.

The ADJUSTMENT portion of the formula then "fine tunes" the allocation by adding to or subtracting from the original number of teachers in accordance with certain characteristics of the student population. Some schools gain teachers, other lose them. The sum of the gains equals the sum of the losses. The ADJUSTMENT does not add to the total staff districtwide but redistributes them within predetermined limits. The ADJUSTMENT portion of the formula contains the information (variables) used to alter the BASE allocation. The variables are weighted so that those deemed to be most important have the greatest impact on the ADJUSTMENT value.

After this basic approach was determined, the variables to be used were selected and the relative importance of each was determined. As described in Appendix C of the Final Technical Report, input from the Department of Elementary Education, the Office of Staff Personnel, and the Advisory Principals' Team (APT) was received in this process.

The first step involved creating a list of variables that might possibly be used. The variables considered were those thought to have the greatest relevance to the activities of the classroom teacher. They are listed in Figure 1.

Variables Used in Analyses

Factor 1:	School Size:
	Enrollment
Factor 2:	Educational and Economic Deprivation:
	Percent Low-Income Students Number of Compensatory Education Programs Percentage of Students who are LEP Does the School Have a Title I Program?
Factor 3:	Student Diversity:
	Student Achievement Diversity Average Achievement Level Was the School Impacted by Desegregation?
Factor 4:	Special Education:
	Percentage of Students Served By Special Education Average Number of Minutes Students are Not Receiving Special Education Services

---

Figure 1: VARIABLES USED IN ANALYSES.

The number of variables that can be considered is much greater than the number that can be used effectively in a formula. For the formula to work best, the variables used should not be redundant. That is, two variables which in essence measure the same thing do not add anything to the formula. They merely load the formula in favor of that influence.

The second step was to statistically group the variables to determine which ones measured the same influences. Figure 1 shows how the variables clustered. One variable was then chosen to represent each factor. Those variables were enrollment, percentage of students receiving free or reduced-price lunches, achievement diversity, and the percentage of students served by special education.

The third step was the determination of the relative impact each variable should have on the adjustment done by the formula. The Advisory Principals' Team set the relative importance of the three variables which enter the adjustment at 3.5, 3, and 1 for achievement diversity, percent low-income, and percent special education respectively.

The final step was to run the analyses which set the actual weights and produced the assigned number of teachers for each school. The analyses were done in such a way as to maximize the ADJUSTMENT without giving any school a PTR of greater than 30-to-1 or less than 20-to-1.

As described above, the basic formula is as follows:

$$\begin{array}{c}\text{Number of}\\ \text{Teachers}\end{array} = \text{BASE} + \text{ADJUSTMENT}$$

The BASE portion of the formula was calculated as follows:

$$\text{BASE} = ((\text{GrK} + \text{Gr1})/22) + ((\text{Gr2} + \text{Gr3})/26) + ((\text{Gr4} + \text{Gr5} + \text{Gr6})/28)$$

In the BASE portion of the formula, GrK, Gr1, etc., refer to the projected enrollment at each grade. The numbers by which the projected enrollments are divided are based on staffing ratios used by the Office of Staff Personnel in assigning teachers for 1981-82. The BASE value then is an unrounded number of teachers to be assigned using those ratios.

The ADJUSTMENT portion of the formula is as follows:

$$\text{ADJUSTMENT} = \overbrace{((.7105\text{ACHZ}) + (.609\text{INCZ}) + (.203\text{SPEZ}))}^{A}\ \overbrace{(\text{ENROLLMENT}/467.77)}^{B}$$

In this formula, "A" can be called the "adjustment term" and "B" can be called the "size correction term."

The adjustment term is computed from weights and z-scores. The sum of the parts in this term for each school tells how extreme the adjustment should be and whether it should be positive or negative. The variables ACHZ, INCZ, and SPEZ are defined as follows:

> ACHZ is a measure of achievement diversity expressed as a z-score.
>
> INCZ is the percentage of students in the school who qualify for a free or reduced-price lunch expressed as a z-score.
>
> SPEZ is the percentage of students in the school who are served by special education expressed as a z-score.

Generally, z-scores range from about -3 to +3. They have the convenient characteristic of summing to zero (or to a value close to zero) when summed across cases (schools). Because the variables used in the formula are not correlated, the sum of the products between the z-scores and the weights should be zero or close to it. Therefore, the adjustment term does not add new staff but simply redistributes them.

Notice that the weights in the adjustment term are not 3.5, 3, and 1 as set by the principals. They are .7105, .609, and .203 respectively.

The actual weights cannot be used directly in the formula. What is important is that the weights that are used have the correct ratio. For example, 3.5 times the weight of .203 is .7105. The correct proportion has been maintained. The weights used are the original weights multiplied by .203.

The "B" portion equalizes the impact of the adjustment to large and small school allocations. Without B, the formula would unduly impact small schools both positively and negatively.

Teacher Formula Results: The results of applying the formula using 1981-82 projected enrollments can be found in Figure 2. The range of the adjustment was from -4.39 to 1.786 teachers; i.e., one school lost 4.39 teachers and one school gained 1.786 teachers. The average adjustment was ±.809 teachers. The resulting range of PTR (calculated by dividing the projected enrollment by the number of teachers rounded off to the nearest whole number) was from 21.8 at Bryker Woods to 29.9 at Doss with an average of 25.5. If conditions existed so that the projected number of teachers rounded to the nearest whole number could be assigned to the schools, 36 of the 61 schools would get a different number than they would if the rounded BASE value were used.

What Have We Learned? First we have learned that it is possible in principle to redistribute teacher positions equitably so that information other than enrollment is taken into account in making assignments.

What is less clear is whether the particular combination of variables and weights in this formula produces results that are satisfactory to those involved. The research literature does not seem equal to the task of determining what the weights and variables should be. Those decisions must be made by some person or group if the formula is to be used. Who is to make the decisions remains unclear.

That the step from producing the adjusted allocation to actually assigning a number of teachers to each grade at each school is a large step is also evident. The extent to which the modified numbers can be maintained in the face of the realities of the law and particular school conditions remains to be seen.

Recommendations

1. That the assignment of staff to schools be done for the 1982-83 school year in the same way as previous years.
2. That the results reported in Figure 2 be used as the basis of a simulation by the Assistant Director of Personnel for Elementary Schools.

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School	Grade Span	Projected Enrollment 1982-83	BASE	+	ADJUSTMENT	=	NUMBER OF TEACHERS	Pupil/ Teacher Ratio
Allan	K-3	646	26.531		- .085	=	26.446*	24.8
Allison	K-3	371	15.605		+ .044	=	15.649	23.2
Andrews	K-6	693	26.904		- .255	=	26.649	25.7
Barrington	K,4-6	471	17.484		+ .737	=	18.221*	26.2
Barton Hills	K-3	240	10.014		- .001	=	10.013	24.0
Becker	K-6	633	25.205		+1.230	=	26.435*	24.3
Blackshear	K,4-6	432	15.789		+1.030	=	16.819*	25.4
Blanton	K,4-6	487	18.162		+ .603	=	18.765*	25.6
Brentwood	K-3	230	9.517		- .595	=	8.922*	25.6
Brooke	K,4-6	333	12.380		+1.590	=	13.970*	23.8
Brown	K-6	562	22.378		+ .318	=	22.696*	24.4
Bryker Woods	K-3	196	8.140		+ .395	=	8.535*	21.8
Campbell	K,4-6	330	12,234		+1.158	=	13.392*	25.4
Casis	K-3	329	13.591		+ .683	=	14.274	23.5
Cook	K,4-6	689	25.367		+1.259	=	26.626*	25.5
Cunningham	K,4-6	627	23.211		- .394	=	22.817	27.3
Dawson	K-6	648	25.660		+1.037	=	26.697*	24.0
Doss	K-6	538	20.517		-2.580	=	17.937*	29.9
Govalle	K-3	653	27.416		- .356	=	27.060	24.2
Graham	K,4-6	291	10.812		- .120	=	10.692	26.5
Gullett	K,4-6	300	10.987		+ .991	=	11.978*	25.0
Harris	1-6	548	20.942		- .012	=	20.930	26.1
Highland Park	K-3	346	14.252		- .067	=	14.185	24.7
Hill	K-4	378	15.239		-1.886	=	13.353*	29.1
Houston	K-6	1,062	42.023		-1.689	=	40.334*	26.6
Joslin	K-6	810	30.917		-1.526	=	29.391*	27.9
Langford	K-6	1,003	39.420		-1.084	=	38.336*	26.4
Lee	K-6	313	12.325		- .894	=	11.431*	28.5
Linder	K-6	493	19.675		- .364	=	19.311*	25.9
Maplewood	K-6	432	16.866		+ .533	=	17.399	25.4
Mathews	K-6	287	11.359		+ .100	=	11.459	26.1
Menchaca	K-6	462	18.300		-1.509	=	16.791*	27.2
Metz	K-3	420	17.427		- .316	=	17.111	24.7
Norman	K-3	221	9.115		- .094	=	9.021	24.6
Oak Hill	K-6	977	39.165		-4.390	=	34.775*	27.9
Oak Springs	K-3	483	20.234		+ .620	=	20.854*	23.0
Odom	K-6	869	33.775		-1.310	=	32.465*	27.2
Ortega	K,4-6	213	7.968		+1.258	=	9.226*	23.7
Pease	1-6	205	7.719		- .640	=	7.079*	29.3
Pecan Springs	K-3	307	12.815		- .169	=	12.646	23.6
Pillow	K-3	314	13.231		-1.543	=	11.688*	26.2
Pleasant Hill	K-6	581	22.642		- .968	=	21.674*	26.4
Read	5-6	409	14.607		+ .743	=	15.350	27.3
Reilly	K-6	313	12.332		+ .222	=	12.554*	24.1

*Indicates a school where the NUMBER OF TEACHERS value rounded to the nearest whole number is different from the rounded BASE number.

Figure 2. THE RESULTS OF APPLYING THE TEACHER ALLOCATION FORMULA.
(Page 1 of 2)

School	Grade Span	Projected Enrollment 1982-83	BASE	+	ADJUSTMENT	=	NUMBER OF TEACHERS	Pupil/ Teacher Ratio
Ridgetop	K-6	222	8.579		+ .067	=	8.646	24.7
Rosedale	K,4-6	211	7.808		+ .539	=	8.347	26.4
Rosewood	1-3	141	5.850		- .074	=	5.776	23.5
St. Elmo	K-6	539	21.038		- .347	=	20.692	25.7
Sanchez	K-3	355	14.843		+ .433	=	15.276	23.7
Sims	K-3	225	9.444		+ .189	=	9.633*	22.5
Summitt	K-3	271	11.374		-1.294	=	10.080*	27.1
Sunset Valley	K-3	649	26.962		- .688	=	26.274*	25.0
Travis Heights	K-6	708	27.858		- .424	=	27.434*	26.2
Walnut Creek	K,4-6	245	9.023		+ .384	=	9.407	27.2
Webb	4-6	729	26.036		+ .910	=	26.946*	27.0
Williams	K-6	905	35.026		-3.329	=	31.697*	28.3
Winn	K-4	554	22.131		+ .017	=	22.148	25.2
Wooldridge	K,4-6	498	18.399		+1.254	=	19.653*	24.9
Wooten	K-3	379	15.773		+ .149	=	15.922	23.7
Zavala	K,4-6	316	11.909		+1.786	=	13.695*	22.6
Zilker	K-6	442	17.428		- .095	=	17.333	26.0

*Indicates a school where the NUMBER OF TEACHERS value rounded to the nearest whole number is different from the rounded BASE number.

Figure 2. THE RESULTS OF APPLYING THE TEACHER ALLOCATION FORMULA.
(Page 2 of 2)

The purpose of the simulation would be to see the extent to which the constraints of the law, building size, variation in enrollment by grade, etc. make it impractical to assign the number of teachers suggested by the formula. The results would be combined with the initial allocation already prepared by the Assistant Director for presentation to the Superintendent, Associate Superintendent for Instruction, the Assistant Superintendent for Elementary Education, the Director of Staff Personnel, and the AAPSA Consultation Council. The decision to be made would be whether or not to implement such a procedure for assigning staff. If the formula or a modification were adopted, a decision would need to be made about whether it should be put into effect during the "leveling" process in the fall of 1982 or for the 1983-84 school year.

Assistant Principals and Helping Teachers

The approach to developing a formula for assistant principal and helping teacher positions was much the same as that used in creating the teacher formula; however, the results were not as satisfactory.

Possible variables for inclusion in the formula, presented in Figure 3, were factor analyzed to give four factors in addition to school size. Two variables, the percentage of classrooms housed in portable buildings and the percentage of students in special education self-contained classrooms did not group with the others on any factor.

In developing the teacher formula, the impact of the adjustment could be monitored and limited by setting bounds on the resulting pupil-teacher ratio. The choice of a limiting factor in developing a formula for assistant principals and helping teachers was not as straightforward. Calculations with varying degrees of adjustment showed that at one extreme the schools are essentially ranked by size. At the other extreme, Houston, the District's largest elementary school, would not receive an assistant principal or helping teacher. The difficulty is not knowing at what level enough adjustment has occurred but not too much.

The Team recommended the formula and weights listed below.

$$\begin{array}{l}\text{Number of} \\ \text{Assistant Principals}\end{array} = \frac{\text{Enrollment}}{\text{PAR}} + 3(LZ) + 4(BZ) + 2(DZ) + 1(SZ) + 1(PZ)$$

where,

Enrollment/PAR = BASE, the basic allocation. PAR is the districtwide pupil to administrative assistant ratio.

LZ = the school's percent low income expressed as a z-score.

BZ = the percentage of students arriving by bus expressed as a z-score.

DZ = the percentage of students with records on the Disciplinary Action File expressed as a z-score.

SZ = the school's percentage of students served by special education expressed as a z-score.

PZ = the percentage of classrooms located in portable buildings expressed as a z-score.

Note that the APT advised excluding the average achievement level and the percentage of students in self-contained special education classrooms as variables in the formula.

Variables Used In Analyses

Factor 1:	School Size:
	Enrollment
Factor 2:	Economic and Educational Deprivation:
	Percent Low Income Percentage of Teachers who Teach in Compensatory Education Programs Number of Compensatory Education Programs Percentage of Students who are LEP Does the School Have a Title I Program?
Factor 3:	Special Education:
	Percentage of Students Served by Special Education Average Number of Minutes Students are not Receiving Special Education Services Student Achievement Diversity
Factor 4:	Desegregation:
	Percentage of the Students Arriving by Bus Was the School Impacted by Desegregation?
Factor 5:	Achievement:
	Average Achievement Level

Variables not Included in any Factor:

Percentage of Classrooms Housed in Portable Buildings
Percentage of Students in Special Education Self-Contained Classrooms

---

Figure 3: VARIABLES USED IN ASSISTANT PRINCIPAL AND HELPING TEACHER FACTOR ANALYSES

The group could not reach a consensus on

a. how much adjustment was enough, but not too much, and

b. how to coordinate the assignment of assistant principals, helping teachers, and counselors.

The discussion with the APT and others revealed that a great amount of diversity exists from school to school in the roles of persons in these three positions. This creates a problem for developing a formula because a formula depends on a clear understanding of the role of the position and the factors which influence performance in that role. Either someone (or some group) in authority must make these statements or a consensus must exist among the users of the formula. Perhaps the most important finding resulting from the attempt to develop a formula for providing administrative assistance is that the roles of assistant principals, helping teachers, and counselors are not clearly defined or differentiated. Apparently there is variation across the District in the activities performed by persons in these positions at the elementary level.

It was the advice of the APT that the staffing of assistant principal and helping teacher positions continue as in the past. It appears that counselors have been assigned by a separate process in the past. The principals advised that the assignment of counselors be coordinated with the other two positions to ensure equity, at least as far as the current Chapter 1 and SCE regulations allow.

Recommendations: The recommendations below are based on the following conclusions or assumptions:

1. The positions of assistant principal, counselor, and helping teacher all provide administrative support. Persons in these positions perform activities that would be done by the principal if the school did not have the assistance.

2. The assignment of these staff positions should be coordinated so that some schools are not overly endowed with support.

The first recommendation is that the three positions be assigned by the persons with that responsibility (e.g. Superintendent, Associate Superintendent for Instruction, Assistant Superintendent for Elementary Education, etc.) based on their best assessment of the needs of the schools. To aid in that process, an assessment of the special need for administrative assistance was calculated for each school. The results have been provided to the Assistant Superintendent for Elementary Education for possible use along with other information in staffing for 1982-83.

The assessment of special need was based on the formula below.

$$\text{Special Need For Assistance} = 4(BZ) + 3(LZ) + 1(SZ) + 1(PZ)$$

where the variables BZ, LZ, etc. have the definitions given above.

The variables and weights in the formula are identical to those recommended by the APT except that the discipline variable has been removed because it was felt to be of a different type from the rest. The discipline at the school is not independent of the administration as the other variables are. It is not a "given" at the school but is partially a product of the school's rules, procedures, etc. The extent to which schools differ in their potential for discipline problems should be accounted for by the other variables; therefore, to include a measure of the actual level of discipline reports would have the impact of rewarding schools with poor behavior management practices and punishing schools with good management practices.

The formula results are found in Figure 4. They are labeled "Special Need" and have been rounded to the nearest whole number. The values range from -14 to 8 with a mean of about zero. Therefore, those schools with values greater than zero are above average; i.e., they have greater than average needs. Those with scores below zero, the negative values, are below average in need.

The second recommendation is that the final assessment of assistant principals, counselors, and helping teachers be studied and an attempt made to "capture" the policy by which the assignments were made. Even in the case where the individuals making a decision are not fully aware of the rules by which they made their decisions, often those actions can be captured by analyses so that a formula results which produces the same outcome. Such a project can make explicit how staff is assigned.

The results of a policy-capturing attempt should provide the basis for formulating a model of how these positions should be assigned. It is unlikely that the formula from the policy capturing would provide a model that is completely adequate, but it would provide a starting place from which to work. Adjustments can then be made so that the formula better fits an acceptable conceptual scheme.

Counselors

Counselors have traditionally been assigned primarily to Title I schools. This is due partly to the fact that the first elementary counselors were funded by Title I and partly to the need for additional staff positions to ensure Title I comparability. Thus, their assignment appears to have been done somewhat independently of the assignment of assistant principals and helping teachers. It was the view of the Advisory Principals' Team that counselors ought to be assigned as part of the same process that assigns the other two positions. The proposed regulations for Title I's replacement, Chapter 1, would seem to make this more feasible in that they appear to be less rigid.

The APT also recommended that half-time counselors not be assigned.

	Staff in 1981-82			Percentages Used in Calculating z-scores					
School	Assistant Principal	Helping Teacher	Counselor	Low Income	Special Education	Portable Classrooms	Students Bussed	Enrollment	Special Need
Houston	1	0	1	.391	.073	.360	.003	1,062	-6
Langford	1	0	1	.433	.081	.130	.360	1,003	-1
Oak Hill	1	0	0	.075	.061	.170	.806	977	0
Williams	1	0	1	.143	.070	.230	.181	905	-8
Odom	1	0	1	.328	.096	.310	.000	869	-7
Joslin	1	0	1	.340	.085	.350	.447	810	0
Webb	1	0	1	.395	.091	.000	.868	729	5
Travis Heights	0	1	1	.459	.101	.320	.383	708	1
Andrews	0	0	1	.511	.093	.130	.258	693	-1
Cook	1	0	1	.479	.104	.300	.339	689	1
Govalle	1	0	1	.657	.074	.000	.407	653	2
Sunset Valley	0	0	½	.440	.117	.300	.537	649	4
Dawson	1	0	1	.698	.189	.320	.000	648	2
Allan	1	0	1	.571	.093	.000	.602	646	4
Becker	0	1	1	.865	.127	.200	.000	633	2
Cunningham	1	0	0	.270	.112	.180	.242	627	-4
Pleasant Hill	0	0	1	.329	.119	.530	.207	581	-1
Brown	0	0	1	.603	.139	.070	.130	562	-1
Winn	0	1	1	.579	.084	.070	.552	554	3
Harris	0	0	1	.486	.108	.140	.214	548	-2
St. Elmo	1	0	0	.394	.154	.220	.000	539	-5
Doss	0	0	0	.013	.063	.000	.045	538	-14
Wooldridge	0	1	0	.510	.140	.000	.255	498	-1
Linder	0	1	1	.439	.089	.230	.216	493	-2
Blanton	0	0	½	.485	.139	.000	.364	487	0
Oak Springs	0	1	1	.735	.159	.130	.488	483	7
Barrington	0	0	0	.471	.120	.240	.658	471	6
Menchaca	0	0	0	.117	.087	.170	.972	462	3
Zilker	0	0	1	.483	.131	.300	.014	442	-3
Blackshear	0	0	1	.550	.136	.000	.499	432	3
Maplewood	0	0	½	.664	.126	.340	.000	432	0
Metz	0	0	1	.629	.061	.100	.471	420	3
Read	0	1	0	.317	.079	.080	.876	409	4
Wooten	0	0	½	.519	.201	.000	.190	379	-1
Hill	0	0	0	.053	.081	.000	.113	378	-12
Allison	0	0	½	.837	.115	.000	.000	371	-1
Sanchez	0	0	½	.666	.098	.000	.387	355	2
Highland Park	0	0	0	.486	.103	.000	.514	346	1
Brooke	0	0	1	.585	.137	.040	.398	333	2
Campbell	0	1	1	.714	.095	.070	.562	330	6
Casis	0	0	0	.585	.133	.050	.601	329	5
Zavala	0	0	1	.606	.142	.310	.547	316	7
Pillow	0	0	0	.134	.089	.000	.446	314	-5
Lee	0	0	0	.248	.101	.130	.007	313	-9
Reilly	0	0	0	.487	.160	.000	.007	313	-5
Pecan Springs	0	0	½	.565	.131	.000	.086	307	-3
Gullett	0	0	0	.427	.156	.080	.420	300	1
Graham	0	0	0	.369	.074	.000	.390	291	-3
Mathews	0	0	0	.576	.115	.000	.484	287	3
Summitt	0	0	0	.124	.034	.290	.938	271	3
Walnut Creek	0	0	½	.598	.124	.000	.446	245	3
Barton Hills	0	0	0	.502	.149	.140	.569	240	5
Brentwood	0	0	0	.362	.095	.000	.000	230	-8
Sims	0	0	½	.640	.150	.000	.405	225	3
Ridgetop	0	0	½	.664	.084	.000	.000	222	-4
Norman	0	0	½	.647	.108	.130	.711	221	8
Ortega	0	0	0	.579	.250	.000	.445	213	5
Rosedale	0	0	½	.637	.211	.000	.336	211	4
Pease	0	0	0	.223	.044	.000	.009	205	-12
Bryker Woods	0	0	0	.527	.140	.190	.494	196	4
Rosewood	0	0	½	.752	.046	.000	.731	141	7

Figure 4. SPECIAL NEED FOR ADMINISTRATIVE ASSISTANCE AND PERCENTAGES USED IN CALCULATIONS. Schools are ranked by projected 1982-83 enrollment. Under "Staff in 1981-82," a one indicates a full-time position; a ½ indicates a half-time position.

Recommendation: It is recommended, as described in the previous section, that counselors be assigned as part of the same process that assigns assistant principals and helping teachers. It seems best to consider the entire range of possible administrative staff when making those decisions. Implicit in this recommendation is the freeing of counselor assignments from the large influence Title I designation has traditionally had. Many Title I schools would retain their counselors. However, some smaller Title I schools might lose them, especially if half-time counselors were not employed. As seen in Figure 4, Barrington is a larger school than Pecan Springs. Barrington has a greater need for administrative assistance than Pecan Springs (+6 vs. -3) yet Pecan Springs, a Title I school, has a half-time counselor and Barrington does not.

Other Positions

The APT believed that the special area teachers (art, music, and physical education) and librarians should be assigned by the guidelines prepared by a special principals' committee several years ago. Those guidelines are listed below.

Librarians

Full-time librarians for schools with enrollment of 300 or more.
Half-time librarians for schools with enrollment under 300.

Special Area Teachers

Music and PE: One unit for each 300 students at grades K-3 and one unit for each 230 students at grade 4-6.

Art: No units at grades K-3. One unit for each 700 students in grades 4-6.

Band and Orchestra: Based on the number of participants, one unit for 260 students.

The assignment of special education teachers appears to be a position for which a formula might be useful in making allocations because the number of teachers would appear to be a function of two variables, contact hours and diagnosis. However, resources were not available to work on a special education formula. The plan for 1982-83 is to assign teachers by contact hours.

Recommendation: With the possible exception of special education teachers, the positions in this section would appear to be best assigned by enrollment. It is recommended that the above guidelines be used as previously recommended and that the principals be informed as to the procedures used in making those assignments. Specific guidelines should be developed by Elementary Education for the assignment of special education teachers, and those guidelines should be made available to principals. If requested, ORE could provide assistance in the development of the special education formula.

81.30
(81.37)

Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: Elementary Staffing Study 1981-82

Contact Persons: Patsy Totusek, David Doss

No. Pages: 11

Summary:

The evaluation design is a one-year plan of evaluation work for the project. It provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans and information sources to be used.

The Elementary Staffing Study is a one-year study to develop a formula for determining the allocation of personnel positions and services for individual campuses. The formula will be "weighted" and may take into account such items as the following: enrollment, multiplicity of programs, achievement levels, socio-economic status, attendance, significant change of students/staff, Special Education Programs, and Gifted and Talented Programs. The evaluation has four objectives:

- Identification of the factors which should be taken into consideration in the assignment of personnel to elementary campuses.
- Determination of the "weight" to be assigned to each factor.
- Development of an allocation formula using the identified factors and weights.
- Identification of the advantages and disadvantages associated with the use of the devised formula.

The Office of Research and Evaluation will report to the Superintendent and the Consultation Council of the Austin Association of Public School Administrators (AAPSA) on the results of this evaluation during the summer of 1982.

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(81.42)

Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: 1981-82 Elementary Staffing Study

Contact Persons: David Doss, Patsy Totusek

No. Pages: 118

Summary:

This report documents the purpose, procedures, and results for each information source used in the Elementary Staffing Study. It contains four appendices, each of which is devoted to a single information source. Each source is used in answering one or more evaluation questions, decision questions, and/or information needs from the Evaluation Design.

Each appendix contains:

An instrument description
Purpose for administering the instrument
Procedures used to collect the data
Results
Figures presenting the data.

The Technical Report contains the following appendices:

Appendix A: Literature Review
Appendix B: School District Staffing Survey
Appendix C: Personnel Interview
Appendix D: Staffing Formula Development

Christina Cerda
Anderson High School

XIII. ESAA/District Priorities

Systemwide Desegregation

81.30

FINAL REPORT

Project Title: ESAA/District Priorities Systemwide Desegregation

Contact Person: David Doss, Freda Holley

Major Positive Findings:

1. Extensive achievement analyses at grades 1-12 showed no consistent, meaningful, negative impact of desegregation on student achievement in reading and math for any ethnic group.
2. Over 75% of the teachers and administrators who expressed an opinion agreed that students are as well or better adjusted to desegregation this year then they were last year.
3. About 70% of teachers and campus-level administrators with opinions agreed that desegregation problems at their schools were handled as well or better this year than they were last year.

Major Findings Requiring Action:

1. High school students who are below the grade typical for their age have a much higher than average probability of dropping out of school. This is especially true for Hispanics of both sexes, Black females, and Other females. Their dropout rates are 30%, 22%, and 24% respectively.
2. Teachers, both elementary and secondary, are much more likely than administrators to list discipline as the largest remaining desegregation-related problem.

Evaluation Summary:

In the fall of 1980, the Austin Independent School District began implemention of a comprehensive desegregation plan at grades 1-12. With funds from the Emergency School Aide Act (ESAA) and supplemented by District resources, ORE conducted an extensive study of the districtwide effects of desegregation. This is the second year of that evaluation. As in the first year, this evaluation focused on broad questions relevant to the systemwide impact of the desegregation order rather than on the specific activities funded from the ESAA grant.

The first area of focus for 1981-82 was student achievement. In addition to examining the impact of desegregation on student achievement during the second year, the evaluation reexamined the first year's achievement results in slightly different ways and reviewed the literature on effective schools. A series of brochures entitled "Successful Desegregation: Principals do Make a Difference," "Successful Instruction: Principals do Make a Difference," and "Student Achievement: Parents can Make a Difference" resulted from the literature review. A series of school effectiveness questionnaries for parents, students, and teachers were also developed for optional use by those interested in assessing and improving school effectiveness. The brochures and questionnaires are described elsewhere in this volume.

The second area of interest was school leavers. While "white flight" to suburban and private schools in the wake of desegregation is a frequently addressed topic, this evaluation explored the more general problem of school leavers, especially dropouts. We wanted to answer questions such as the following: How many students leave the school district annually? Do they attend another school? Do they ever come back? Can students at high risk for dropping out, either due to desegregation directly or for other reasons, be identified before they leave school?

The third major area of interest was in the recruitment and hiring of professional staff by the District. The consent decree which established the desegregation plan requies the District to continue its efforts to meet the goals of the Faculty/Staff Recruitment Plan, the major goal of which is that the District attempt to employ teachers and administrators in proportions which correspond to the ethnic makeup of the District students. The results are reported in the Faculty/Staff Recruitment Report: Calendar Year 1981, publication number 81.47. An abstract of the report is found in this chapter of the Findings Volume.

Finally, the evaluation continued some data collection concerning teachers' and administrators' reactions to desegregation through the annual district-wide teacher and administrator questionnaires.

The following report summarizes the findings of the evaluation. For more detailed results the reader is referred to the 1981-82 ESAA/District Priorities Systemwide Desegregation Final Technical Report, publication number 81.73.

STUDENT ACHIEVEMENT

In order to understand the way the achievement analyses for 1981-82 were done, one must understand two definitions--impacted school and reassigned student.

> An impacted school is one that was significantly altered in its grade span or student composition as a result of the desegregation plan. At the elementary level, paired schools were considered to be impacted as were schools such as former sixth grade centers which underwent significant changes in their grade spans.

Schools which lost one or more grades but did not receive any students from other areas of the city were not considered impacted. Neither were schools which changed from a K-5 school to a K-6 school. At the junior high level, all schools were considered impacted except Pearce and Bedichek. At the senior high level, Anderson, Crockett, Johnston, and Travis were considered to be impacted.

A *reassigned students* is one who lives at an address for which the school assignment for the student's grade has been changed as a result of the 1971 or 1980 court orders. Students attending schools other than those to which they would normally be assigned were not considered to be reassigned but were classified as transfer students.

The achievement analyses for 1981-82 were done by grade and by ethnicity within grade for reading and math. Students from the following three groups were included in the analyses:

Group 1: Nonreassigned students in nonimpacted schools.

Group 2: Nonreassigned students in impacted schools.

Group 3: Reassigned students in impacted schools.

Three sets of pairwise comparisons were made between the three groups--Group 1 *vs* Group 2, Group 1 *vs* Group 3, and Group 2 *vs* Group 3. The logic of the analyses assumed that two influences related to desegregation could act on the achievement of the students. The first was the influence of being in an impacted school. The second was the influence due to being assigned to a school away from one's traditional school. In addition, the analyses were done in such a way as to control for differences between the groups that might have arisen due to differences in income or sex.

The results showed no consistent, meaningful, positive or negative impact of desegregation on student achievement in any ethnic group. These findings are consistent with a reanalysis of the previous year's achievement data which compared reassigned and nonreassigned students in impacted schools. The results showed no consistent, meaningful impact of reassignment on the achievement of elementary students. These two sets of findings taken with the general improvement in achievement observed districtwide for the last two years would seem to indicate that the impact of desegregation on student achievement has been neutral. The declines in student achievement expected in some circles do not seem to have materialized, and the achievement gains by minority students anticipated by some do not seem to be in evidence.

SCHOOL LEAVERS STUDY

The key component of the school leavers study was an attempt to track the enrollment of a group of high-school-aged students for four years from what should have been their 9th grade year, 1978-79, until the present. The study began with 4,829 fourteen year olds who attended AISD schools at some time that year. District records were used to monitor their enrollment for the following three years, and the Permanent Record Cards of the school leavers, those who had withdrawn from AISD for whatever reason, were examined to determine whether they were dropouts or transfer students. Students with no record of a transcript request from another school or district were considered to be dropouts. Those with transfer requests were considered to be transfer students, although they could potentially have dropped out of their new schools. Figure 1 shows the results as of the middle of the 1981-82 school year. About 70% of the students were still attending AISD schools. Where a determination could be made for the remaining students, about half were dropouts and half were transfers giving a dropout rate of about 12%. The 12% rate is a conservative estimate because some of those who were still in school this year could drop out before their school careers have ended.

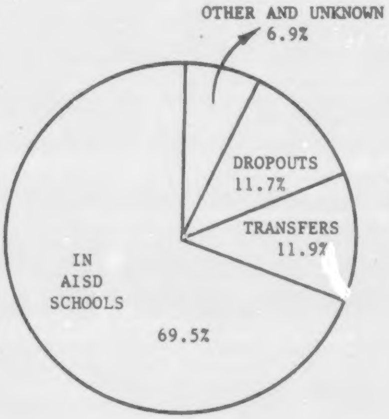

Figure 1. 1981-82 ENROLLMENT STATUS OF STUDENTS WHO WERE 14 YEARS OLD DURING THE 1978-79 SCHOOL YEAR.

The results of tracking the students year by year were recorded in a series of more than 20 "leaver lattices," figures that show the traffic in and out of the District for different subgroups. They are included in the Technical Report referenced on page 2 of this report. The basic information from the leaver lattices is provided in Figure 2. An examination of the figure shows that:

a. The percentage of students leaving the District decreases each year.

b. Losses during the summer are several times greater than losses during the school year.

Year	Returning From Previous Year	Returning From an Earlier Year	Leaving During Year	Leaving During Summer
1978-79	--	--	92 (1.9%)	614 (12.7%)
1979-80	4171 (86.4%)	--	157 (3.3%)	438 (9.1%)
1980-81	3723 (77.1%)	89 (1.8%)	76 (1.6%)	450 (9.3%)
1981-82	3065 (63.5%)	22 (0.5%)	11 (0.2%)*	--

* Through the middle of the school year.

Figure 2. MOVEMENT OF SCHOOL-LEAVER-STUDY STUDENTS INTO AND OUT OF AISD SCHOOLS OVER FOUR YEARS.

An examination of the leaver lattices shows that the probability of dropping out is not the same for subgroups based on grade, sex, and ethnicity. Figure 3 shows that at the point where 11.7% of the students had dropped out, a much higher percentage of students who were below grade level had quit school. This was especially true for Hispanics of both sexes, Other females, and Black females. The differential risk of dropping out by subgroup raises the question of whether knowledge of such characteristics that are routinely available when students enter high school could be useful in identifying potential dropouts.

Group	Percentage Who Dropped Out
Students Below Appropriate Grade for Age	22.0
Blacks	18.3
Males	16.2
Females	22.2
Hispanics	30.0
Males	29.3
Females	30.8
Others	17.7
Males	15.0
Females	23.8
All Students Regardless of Grade	11.7

Figure 3. PERCENTAGE OF STUDENTS WHO DROPPED OUT OF SCHOOL.

To answer this question, a discriminant analysis was done using a 40% sample of the students. The resulting prediction formula was then applied to the other 60% of the sample. The formula was able to correctly identify 70.1% of the dropouts where 12.9% would have been correctly selected by change alone. The measures used in the formula in order of decreasing importance were

1. Grade point average for 1977-78.
2. Ethnicity (Black vs non-Black).
3. Sex.
4. Grade placement (on or above grade level vs below grade level).
5. Number of serious discipline incidents.

The dropouts tended to be female, non-Black, below grade level, with low grade point averages, and relatively more discipline incidents. The differences between the groups on these measures can be found in Figure 4.

	Students Who...	
Characteristic	Drop Out	Stay In
1977-78 Grade Point Average	78.2	84.2
Ethnicity		
Percent Black	15.5	16.8
Percent Hispanic	37.5	22.0
Percent Other	47.0	61.1
Sex		
Percent Male	48.0	52.0
Percent Female	52.0	48.0
Percent Below 9th Grade in 1978-79	33.6	13.3
Median Number of Serious Discipline Incidents	.117	.048

Figure 4. COMPARISON OF STUDENTS WHO DROP OUT AND STAY IN ON MEASURES ENTERING THE DROPOUT PREDICTION EQUATION.

The final part of the School Leavers Study is combining resources from ESAA and the Local/State Bilingual Evaluation to interview a sample of dropouts. The interviews will not be completed until later this summer, but preliminary findings indicate that the students who drop out are often nonverbal "loners" who drift through school until some incident, major or minor, crystallizes in them a decision to leave school. They did not appear inclined to discuss the decision with others; i.e., they are not inclined to seek out others for advice, not even their parents. Such characteristics suggest that any dropout prevention program established by the District should actively seek out potential dropouts. Perhaps the first step in such a program would be to provide a list of the high risk students to junior high and high school counselors so they can seek them out early in the school year.

TEACHER AND ADMINISTRATOR QUESTIONNAIRES

Questions concerning desegregation were sent to a sample of teachers and administrators as part of the annual teacher and administrator questionnaires. Four questions were asked of both groups.

STUDENT ADJUSTMENT TO DESEGREGATION

The first question asked the respondents to indicate their agreement with the statement, "Students are as well or better adjusted to desegregation this year than they were last year." Over 75% of those who stated an opinion indicated that they agreed or strongly agreed with the statement. Teachers and administrators were in a high level of agreement on this item.

HANDLING OF DESEGREGATION PROBLEMS

The second item gauged the staff's agreement with this statement, "Desegregation problems at my school are being handled as well or better this year than they were last year." "Don't know" was the response given by 41% of the central administrators, 18% of the elementary school administrators, and 15% of the teachers. Of those who did have an opinion, the clear majority agreed with the statement or strongly agreed with it. About 70% of the campus administrators and teachers with opinions agreed with the statement to some extent while only about 50% of the central administrators expressed agreement.

TIME AND ENERGY FOR INSTRUCTION

The third statement to which both groups were asked to respond read, "How much time and energy do conditions in your school allow you (or your teachers) to devote to teaching this year, compared to last year?" The responses to this item were less unanimously positive than they were to the first two. For that reason the results are presented in Figure 5. In general the elementary administrators seemed to give more positive responses than the central administrators, and the teachers were in between.

Group	N	Much Less	Less	Same	More	Much More
All Administrators	42	0	21	45	31	2
Elementary	27	0	11	44	41	4
Central	15	0	40	47	13	0
All Teachers		7	23	49	17	4

Figure 5. THE PERCENTAGES OF ADMINISTRATORS AND TEACHERS RESPONDING TO THE FOLLOWING QUESTION. "How much time and energy do conditions in your school allow you (your teachers) to devote to teaching this year, compared to last year?"

LARGEST REMAINING DESEGREGATION PROBLEM

The last item given to both groups was open ended and asked the respondents to describe the largest remaining problem related to desegregation. Three problem areas were most commonly listed by teachers and administrators--bussing and transportation related problems, problems with providing a high quality education to all students in a desegregated setting, and problems related to attitudes and interpersonal relations. The frequency with which problems in these areas were listed differed from group to group as shown in Figure 6. For administrators and secondary teachers, transportation related problems were most frequently mentioned.

		Teachers	
	Administrators	Elementary	Secondary
1	Bussing, Transportation	Discipline	Bussing, Transportation
2	Providing a High Quality Education to All	Bussing, Transportation	Attitudes and Interpersonal Relations
3	Attitudes and Interpersonal Ralations	Providing a High Quality Education to All	Discipline
4	-	Attitudes and Interpersonal Relations	Providing a High Quality Education to All

Figure 6. PROBLEM AREAS MOST REQUENTLY CITED BY TEACHERS AND ADMINISTRATORS IN RESPONSE TO THE FOLLOWING QUESTION. "What is the largest remaining problem related to desegregation?"

Elementary teachers were more likely to mention discipline problems. Perhaps the most interesting aspect of the responses to this question comes with regard to discipline problems. Both sets of teachers frequently listed discipline problems as the largest desegregation related problem while no administrator listed it at all. There is clearly a difference between teachers and administrators in their perceptions of discipline problems related to desegregation. The extent of the problem can be judged from the percentage of the responses that mentioned discipline for each group--

Administrators	0%
Elementary Teachers	22%
Secondary Teachers	12%

SATISFACTION WITH CURRENT ASSIGNMENT AND SCHOOL

In addition to these questions, teachers were asked another important question related to desegregation. The question presented them with a list of career options such as staying in their current school and assignment, moving to an administrative position, and taking a job outside of education. They were to assume that all options were available with no change in salary. The results summarized in Figure 7 indicate that most teachers are satisfied with the positions they now have although a substantial percentage would like to leave education on a temporary or permanent basis. The percentage who chose an option that would take them out of the District was very close to percentage of professionals who were reported to have left in the Faculty/Staff Recruitment Report.

Figure 8 is taken from that report and shows the attrition rate for professionals (teachers and administrators) by ethnicity for 1981.

Option	Elementary	Secondary
Stay in same school.	66%	65%
Leave AISD but stay in education.	2%	4%
Take a year off.	9%	6%
Leave education.	6%	11%

Figure 7. TEACHER RESPONSES TO THE FOLLOWING QUESTION. "If you had to choose right now what you wanted to do next year, which option listed below would you choose? Assume all are available with no change in salary."

Ethnicity	Number Employed December, 1980	Loss*	Attrition Rate**
Black	468	43	9.2%
Hispanic	455	83	18.2%
Other	2,777	510	18.4%
TOTAL	3,700	636	17.2%

* Number employed (12-80) minus the number employed (12-81) plus the number of new hire.

** Loss divided by number employed (1-81).

Figure 8. ATTRITION RATE OF AISD PROFESSIONALS IN 1981.

81.30
(81.23)

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: ESAA/Districtwide Priorities--Systemwide Desegregation 1981-82

Contact Persons: David Doss, Freda Holley

No. Pages: 21

Summary:

The evaluation design is a one-year plan of evaluation work for this project. It provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, information sources to be used, data to be collected, and manpower resources required for each task.

The evaluation of the 1981-82 ESAA/Districtwide Priorities--Systemwide Desegregation program includes the following areas:

- Student achievement
- School leavers
- Faculty/Staff Recruitment Plan

81.30
(81.73)

Technical Report

ABSTRACT

Title: FINAL TECHNICAL REPORT: ESAA/District Priorities--Systemwide Desegregation 1981-82

Contact Persons: David Doss, Freda Holley

No. Pages: 166

Summary:

This report documents the purpose, procedures, and results for each information source used in the Systemwide Desegregation Evaluation in 1981-82. It contains seven appendices, each of which is devoted to a single information source or file. Each appendix answers one or more decision questions, evaluation questions, and/or information needs from the Evaluation Design.

Each appendix contains:

An instrument description
Purpose for administering the instrument
Procedures used to collect the data
Results
Figures presenting the data

The Technical Report contains the following appendices:

Appendix A: Iowa Tests of Basic Skills
Appendix B: Sequential Tests of Educational Progress
Appendix C: Teacher Survey
Appendix D: Administrator Survey
Appendix E: School Leavers File
Appendix F: A Survey of the Literature on School Dropouts
Appendix G: A Survey of the Literature on School Effectiveness

81.30
(81.47)

Miscellaneous Document ABSTRACT

Title: Faculty/Staff Recruitment Report: Calendar Year 1981 - January 1982

Contact Persons: Abraham Nelson, David Doss

No. Pages: 47

Summary:

This report summarizes the District's efforts and progress toward the goals stated in the Faculty/Staff Plan established by the Board of Trustees in 1977. In general, the plan adopted by the Board outlined several specific goals for hiring and promotion. However, the major long-range goals of the plan are as follows:

A. "The Austin Independent School District will make a continuous effort to place male and female representation at all levels of employment wherever possible."

B. "The Austin Independent School District will make a continuous effort to attain the ethnic percentages of professional personnel at all levels which approximately correspond to the ethnic percentages of pupil enrollment."

Several major positive findings are summarized in the report. First, the District has increased its percentages of Black and Hispanic professionals and administrators above 1980 levels. In addition, female representation at the administrative level has risen to 49.2% (December 1980) from 45% (April 1979). Also, the District is hiring Black professionals at 1.25 times the rate they receive teacher certificates in Texas and Hispanic professionals at 1.4 times the rate they receive certification.

In spite of these positive trends, several areas of concern were also mentioned. The acceptance rates for offers made to Black and Hispanic applicants are lower, 75% and 82% respectively, than it is for Others (94%). In addition, a lower percentage of male applicants for professional positions receive job offers than female applicants. Also, more than one in six professional employees leave the District each year, which may suggest a problem for AISD.

In addition to these major findings, information on the following areas is reported:

. ethnicity and sex of professional staff
. areas of certification held by professional staff
. ethnicity of student teachers
. age distribution of professionals
. summary of recruiting for 1981
. summary of professional hiring

81.30
(81.68)

Miscellaneous Document ABSTRACT

Title: Descriptions of Several District Data Sources

Contact Persons: John MacDonald, David Doss

No. Pages: 25

Summary:

During the fall of 1981, ORE began planning a study of school leavers. The initial steps in planning the study were the determination of the kinds of data available outside of ORE on school leavers and the documentation of how that data is collected and updated. This document reports on five files:

- Student Master File (STUMAST)
- Student Family File (FAMMAST)
- Student Grade Report File (SGR)
- SGR-History
- Report of Disciplinary Actions (OSA)

In addition information is reported on the kinds of records kept on local campuses.

- Registration Records
- Discipline Records
- Counseling Records

81.30
(81.21)

Brochure

ABSTRACT

Title: A Report from ORE on . . . Desegregation 1980-81

Contact Persons: David Doss, Freda Holley

No. Pages: 6

Summary:

This brochure summarizes the major ESAA/Districtwide Priorities--Systemwide Desegregation findings for 1980-81. The areas discussed include academic achievement, attendance, extended school day course enrollment, attitudes of those affected by desegregation, and plans for 1981-82.

Major findings concerning each of these areas are discussed. Some of the most important findings are:

1. Generally, Anglo students who were reassigned gained as much or more than their nonreassigned peers in Reading and Math on the Iowa Tests of Basic Skills (ITBS).
2. Minority reassigned students did not gain as much as their nonreassigned peers.
3. Reassigned and nonreassigned students did not differ in attendance rates at any grade level during the second through sixth six-week periods.
4. Reassigned students, regardless of ethnicity, participated in extended school day courses at much lower rates than their nonreassigned peers.
5. More than half of all parents returning the parent questionnaire reported experiencing no more school-related problems in 1980-81 than in the previous year.
6. Over 90% of the teachers interviewed reported that students and staff in their schools seemed to be doing well with regard to the desegregation plan.

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(81.17)

Brochure

ABSTRACT

Title: Successful Desegregation: Principals Do Make A Difference: ORE Series on Effective Schools #1

Contact Persons: John MacDonald, David Doss

No. Pages: One page folded

Summary:

This brochure summarizes the findings from interviews with five principals identified by instructional coordinators and area directors as being particularly successful in easing their schools through the transition to desegregation. Some of the things principals did to keep their school running smoothly include:

- Activities to introduce parents, staff, and students;
- Activities to raise staff and student morale;
- They were sensitive to concerns and sought parent and staff input;
- They made sure everyone knew rules and routines.

81.30
(81.32)

Brochure

ABSTRACT

Title: Successful Instruction: Principals Do Make A Difference: ORE Series On Effective Schools: #2

Contact Persons: John MacDonald, David Doss

No. Pages: One page folded

Summary:

This brochure summarizes recent research which suggests that there are some conditions under a school's control that can help improve achievement among lower income students. Ronald Edmonds (1979), who has been studying effective schools, believes the following things are characteristic of effective schools:

- The principal is a strong instructional leader;
- There is emphasis on basic skills instruction;
- Pupil progress is monitored frequently;
- School staff have positive expectations for all students;
- The school's climate is safe, orderly, and business-like.

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(81.63)

Brochure

ABSTRACT

Title: Student Achievement: Parents Can Make A Difference!
ORE Series on Effective Schools #3

Contact Persons: Nancy Baenen, Lauren Moede

No. Pages: one page folded

Summary:

This brochure summarizes recent research which suggests that parent involvement in the educational process can help student achievement. Listed are activities parents can do with their children that studies have found to be related to achievement.

Comments:

This brochure is also available in a Spanish version.

81.30
(81.67)

Questionnaire

ABSTRACT

Title: Effective Schools Questionnaires

Contact Persons: David Doss, Elaine Jackson, John MacDonald

No. Pages: 10

Summary:

A body of work called "effective schools research" has been getting a lot of attention lately, especially an article by Ronald Edmonds in Educational Leadership (October, 1979). Edmonds identified five characteristics which distinguish effective and ineffective schools for students from low-income families. While these characteristics do not represent a panacea for all school problems, they do represent areas to which schools may want to look for improvement.

These questionnaires for teachers, parents, and students were developed to provide principals with information about how these groups perceive the school's performance on the five characteristics of effective schools that Edmonds has described. Instructions for administering and scoring the questionnaires are included, although there are no norms available.

81.30
(81.52)

Occasional Paper ABSTRACT

Title: On Implementing Court-Ordered Desegregation: What Successful Elementary Principals Do

Contact Person: Karen B. Carsrud

No. Pages: 10

Summary:

Numerous studies suggest that the leadership skills of school principals are linked to overall school effectiveness. It is also clear that school desegregation can cause extreme organizational conflict, making effective leadership difficult. From the 63 elementary schools in the Austin Independent School District, five principals were nominated most frequently by the 21 elementary instructional administrators as having done an exemplary job in implementing desegregation. These five principals were interviewed in a structured interview format in order to ascertain what techniques or behaviors might account for their effectiveness.

Six major factors emerged and are discussed with relevant comments from each principal: (a) pre-school-year meetings, (b) time spent dealing with parents' concerns and parental involvement, (c) building staff and student morale. (d) accessibility and visibility of the principals, (e) clear expectations and enforcement of rules, and (f) active solicitation of input from parents and teachers.

It appears that the behaviors outlined would be important in the effectiveness of any school principal. However, the factors may be especially important during times of major change, such as desegregation efforts.

Comments:

This paper was presented at the 1982 annual meeting of the American Educational Research Association in New York.

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(81.53)

Occasional Paper

ABSTRACT

Title: The Effect of Court-Ordered Desegregation on Minority Students Achievement: There's No Place Like Home

Contact Person: Karen B. Carsrud, Joseph A. Burleson

No. Pages: 15

Summary:

This paper discusses briefly the predicted or expected benefits of desegregation, along with presenting a summary of previous reviews on the topic. Factors that may influence effective desegregation are discussed, with the focus being on maximizing benefits and minimizing disadvantages of the desegregation process.

The present study compared achievement gains as a function of ethnic group (White, Black, Hispanic) and reassignment status (reassigned or nonreassigned) for a one-year period on children in grades two through eight.

Results indicated that in five out of seven grade levels, reassigned minority students made smaller gains in both reading and math than their nonreassigned peers. Reassigned white students, by contrast, gained more than their nonreassigned peers in five out of seven levels in math, and in four out of seven grades in reading. The percentage of minority students in a class, and the issues of white-flight and culture shock are discussed as potential factors influencing the differential achievement gains.

Comments:

This paper was presented at the 1982 annual meeting of the American Educational Research Association in New York.

XIV. ESEA TITLE I

Bill O'Brien   Johnston High School

FINAL REPORT

Project Title: ESEA Title I

Contact Persons: Karen Carsrud, Freda Holley

Major Positive Findings:

1. Title I prekindergarten students made larger achievement gains this year than last year. In addition, they made gains that were larger than the national average, and also larger than the gains of Migrant and Title VII students with comparable pretest scores.

2. Students in the regular Title I program met or exceeded the program objectives at every grade level except grade 5. At grades K, 2, and 3 gains were especially impressive.

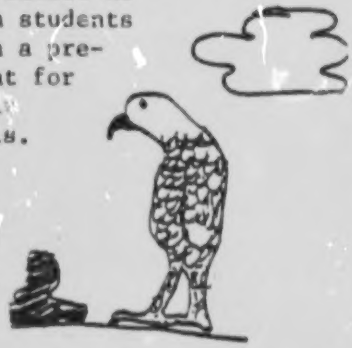
3. Low-achieving kindergarten and first-grade students in schoolwide projects (with a pupil/teacher ratio of 15 to 1) made significantly larger gains than students in the regular Title I program.

Major Findings Requiring Action:

1. Kindergarten students in Title I schools spent an average of 4 hours per day in noninstructional activities. This represents 61% of the total school day. By comparison, Title I prekindergarten students last year spent only 56% of the time in noninstructional activities.

2. While Title I prekindergarten students scored higher than comparable students when entering kindergarten, they no longer showed an advantage when they entered first grade or when they reached second grade.

3. Observations conducted in kindergarten classes revealed almost no differences in the instruction of former prekindergarten students and their kindergarten peers who had not participated in a prekindergarten program. This finding may partially account for the failure of prekindergarten students to maintain their achievement advantage when they reach higher grade levels.



Other Findings of Interest:

- The Title I prekindergarten classes this year had 16 students per class and did not have a teacher aide. In previous years, each class had 20 students and a teacher aide. The higher gains of the 1981-82 Title I prekindergarten students lend support to local and national findings in previous years which indicate that the use of aides does not contribute to achievement gains.

Evaluation Summary:

ESEA Title I is the largest of the federally-funded compensatory education programs. Its purpose is to provide supplemental instruction in the basic skills to low-achieving students in schools with high concentrations of children from low-income families.

This year's Title I program provided instruction to children in 28 District elementary schools, three nonpublic schools, and four institutions for neglected and/or delinquent children. In addition, Title I funded all or part of nine prekindergarten classes, and a parental involvement component.

The results below are summarized by program components. Greater detail can be found in the 1981-82 ESEA Title I Technical Report, publication number 81.33.

THE REGULAR TITLE I READING IMPROVEMENT PROGRAM

HOW WERE STUDENTS SERVED BY THE REGULAR TITLE I READING PROGRAM?

The regular Title I program served students in grades K-6 on 26 campuses. Students scoring at or below the 30th percentile in reading (or the 30th percentile in language for kindergarten students) were eligible for supplemental reading instruction by Title I teachers. Instruction was provided in the regular classroom, in the reading center or lab, or in both locations.

Figure 1 compares the number and percentage of students served in each location in 1979-80, 1980-81, and 1981-82. An examination of the figure indicates that *a larger percentage of Title I students were served in the classroom during 1981-82 than in previous years.*

		1979-80	1980-81	1981-82
Lab	#	1778	2239	1169
	%	45%	58%	34%
Class	#	1853	986	2033
	%	47%	26%	59%
Both	#	331	601	257
	%	8%	16%	7%

Figure 1. NUMBER AND PERCENT OF STUDENTS SERVED IN THE LAB, CLASS, OR BOTH LAB AND CLASS, ACROSS THREE YEARS.

DID THE REGULAR TITLE I PROGRAM SHOW POSITIVE ACHIEVEMENT RESULTS?

Yes, to some extent. The Title I program met or exceeded its objectives at every grade level, except grade 5. Because these objectives are based on the 1980-81 gains of Title I students below the 30th percentile, it appears that Title I students this year gained more than comparable students last year. The gains were especially greater than expected at grades K, 2, and 3.

Low-achieving students in Title I schools were also compared with low-achieving students who live in a traditional Title I attendance area, but who are no longer receiving Title I instruction as a result of desegregation of their school. Figure 2 shows the gains for students in regular Title I schools, students in schoolwide projects, and for comparable students from former Title I attendance areas. These comparisons revealed that low-achieving students in former Title I areas gained more at grades K and 1 than students in regular Title I schools. However, there were no other significant differences between these two groups of students. Although this might seem to indicate that there was no advantage to students in Title I schools, it should be noted that students in former Title I areas may be higher in socioeconomic status. Thus, they might normally be expected to show greater gains than students in Title I schools.

Overall, the gains for students in the regular Title I program this year are encouraging, when compared with previous years. If the regular Title I program was indeed more effective in 1981-82, it is possible that this improvement is a result of a larger percentage of students being served in the regular classroom, rather than on a "pullout" basis in the reading lab or center.

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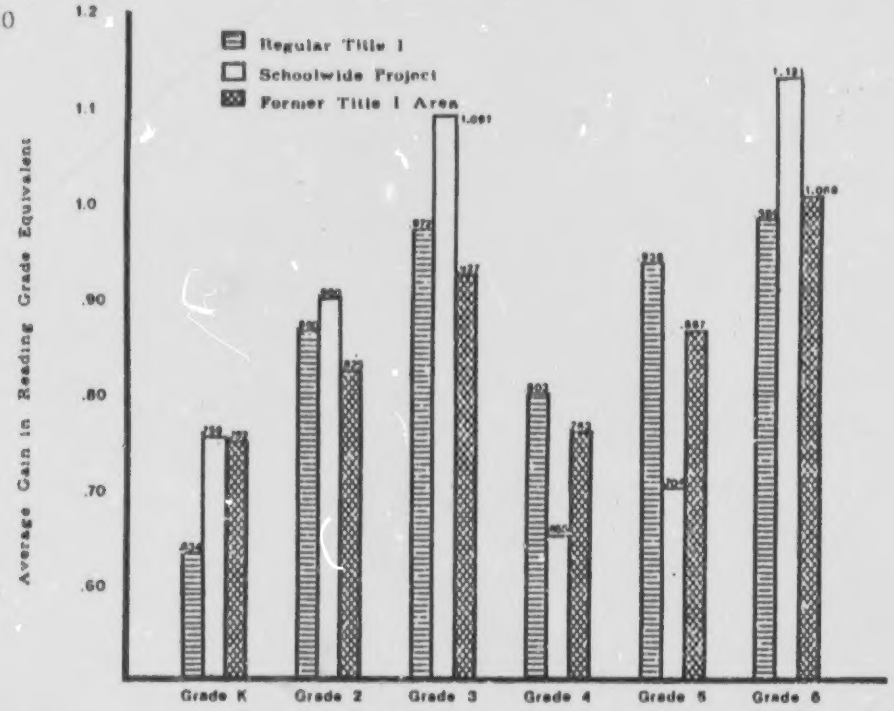

Figure 2. AVERAGE GAIN IN READING GRADE EQUIVALENT FOR LOW-ACHIEVING STUDENTS IN THREE TYPES OF SCHOOLS. (Grade 1 not shown, because gains are measured differently at that grade level.)

TITLE I SCHOOLWIDE PROJECTS

HOW DO SCHOOLWIDE PROJECTS DIFFER FROM THE REGULAR TITLE I PROGRAM?

When the concentration of low-income students at a school exceeds 75%, the Education Admendments of 1978 provided for use of Title I funds and supplemental local funds to be used in reducing the overall pupil/teacher ratio within the school. In a regular Title I school, teachers funded by Title I provide services only to children below the District's Title I eligibility criterion. These services must be supplemental to the instruction provided by the classroom teacher. However, in a Title I schoolwide project, teachers paid from Title I funds function as regular classroom teachers with students of mixed achievement levels and a lower pupil/teacher ratio. This lower pupil/teacher ratio is in effect for the entire day, not just during reading instruction.

Two AISD schools, Allison and Becker, have had Title I schoolwide projects for the last two years (1980-81 and 1981-82). Title I funds and supplemental local funds were used to reduce the pupil/teacher ratio to approximately 15:1 in these schools.

WERE THE SCHOOLWIDE PROJECTS SUCCESSFUL IN RAISING ACHIEVEMENT OF LOW-ACHIEVING STUDENTS?

Yes, at the lower grade levels. Figure 2 compares achievement gains of students in regular Title I schools, students in schoolwide projects, and students from traditional Title I attendance areas now in schools without Title I services. *At grades K and 1, there was a significant advantage for schoolwide project students over students in regular Title I schools*, even though the regular Title I program met or exceeded its objectives at these grade levels. However, at grade 4, schoolwide project students gained significantly less than students in regular Title I schools. At other grade levels, there were no statistically significant differences between students in regular Title I schools and schoolwide projects, although there was a slight trend for schoolwide project students to show greater gains than students in regular Title I schools at grades 2, 3, and 6.

HOW DO THESE RESULTS COMPARE TO THOSE FROM THE FIRST YEAR OF SCHOOLWIDE PROJECTS?

Last year, students in the schoolwide projects gained more than students in regular Title I schools at every grade level. On the average, schoolwide project students that year gained two months more than low-achieving students in regular Title I schools.

In 1981-82, however, the gains of regular Title I students were higher than in previous years. Thus, the advantages of schoolwide projects over a successful regular Title I program are clearly apparent only at the earlier grade levels.

PREKINDERGARTEN PROGRAM

WHAT IS THE TITLE I PREKINDERGARTEN PROGRAM?

The Title I prekindergarten program consists of nine full-day prekindergarten classes for four-year-olds. During this fourth year of the program, Title I prekindergarten classes were located at Brown (two classes), Maplewood, Norman, Ortega, Rosewood, and Sims. In addition, two classes, one at Allan and one at Ridgetop, were funded 50% by Title I and 50% by Title I Migrant.

HOW DID THE GAINS OF THE TITLE I PREKINDERGARTEN PROGRAM COMPARE WITH ACHIEVEMENT GAINS OF PREVIOUS YEARS?

The Title I prekindergarten students continued to gain more on the Peabody Picture Vocabulary Test (PPVT) than the average four-year-old, and more than comparable Title I Migrant and Title VII students. The gains for this year were also larger than last year's gains. Figure 3 shows gains on the PPVT for the various prekindergarten programs across the years. (Gains shown are for students who answered correctly at least eight items in a row, to reach a "basal" score.)

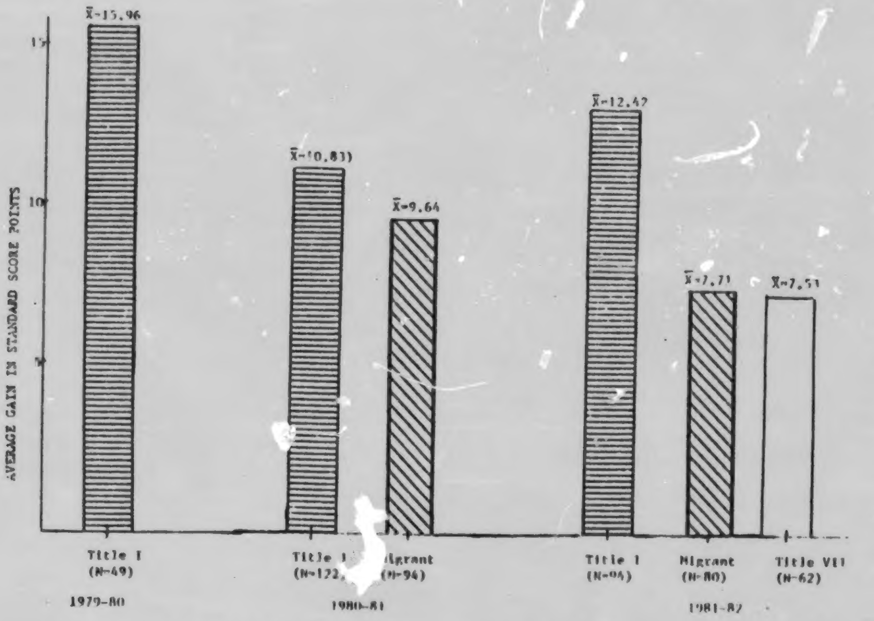

Figure 3. AVERAGE GAIN IN STANDARD SCORES FOR STUDENTS IN THREE TYPES OF PREKINDERGARTEN PROGRAMS.

WERE THERE ANY DIFFERENCES IN GAINS AMONG THE THREE PROGRAMS BETWEEN THOSE STUDENTS WHOSE SCORES WERE RELATIVELY LOW, MODERATE, OR HIGH ON THE PRETEST?

Yes, the gains for students with relatively high pretest scores did not differ among the three programs. However, among students with lower pretest scores, Title I students gained more than Title I Migrant and Title VII students.

WHAT DID TITLE I PREKINDERGARTEN TEACHERS SAY ABOUT THE PROGRAM?

In an individual interview with each prekindergarten teacher, the teachers were asked to describe their classroom activities. Title I prekindergarten teachers indicated that they primarily used English in teaching their class, and that the AISD curriculum was their main curriculum. The Title I teachers also described using checklists to monitor individual student progress, and use of small instructional groups to supplement large-group instruction.

In previous years, each Title I prekindergarten class had an aide, although the class size was larger. For 1981-82, the class size was reduced to 16, but there was not an aide for any of the classes. Most teachers saw many drawbacks in not having an aide. Several teachers felt that they could not supervise all the children as well; the teacher was not covered in an emergency; there was no one to help with materials; field trips were more difficult, etc. *Nevertheless, achievement gains this year were greater than for last year, suggesting that the lack of an aide might be merely inconvenient, rather than detrimental to instruction.*

DO FORMER PREKINDERGARTEN STUDENTS CONTINUE TO MAKE GOOD GAINS IN KINDERGARTEN AND BEYOND?

Results this year and in the two previous years have shown that the former prekindergarten students entered kindergarten scoring above their classmates. *However, these students are no longer outscoring their classmates by the beginning of first grade, or when they reach second grade.*

WHAT FACTORS MIGHT EXPLAIN THE FAILURE OF PREKINDERGARTEN STUDENTS TO MAINTAIN THEIR ACHIEVEMENT ADVANTAGE?

Classroom observations of kindergarten students were conducted to determine if there were any differences in the instruction of former prekindergarten students and their kindergarten peers who did not participate in an AISD prekindergarten program. The observations revealed that 76% of the time actually spent in formal instruction was spent in whole-class instruction, or in instruction received outside the class (such as art, music, or P.E.).

Thus, it is not surprising that the only statistically significant difference between the two groups of students was quite small: former prekindergarten students spent an average of three minutes less per day in the lowest level of instructional group. (Conversely, there was a marginally significant trend for former prekindergarten students to spend an average of five minutes more per day in the highest level instructional group.)

Although there are some disadvantages of individual or ability-grouped instruction, it does appear that the current kindergarten program for former prekindergarten students does not build on their achievement advantage. It seems important to consider ways of maintaining their relative gains when these students reach higher grade levels.

DID THE CLASSROOM OBSERVATIONS REVEAL ANY OTHER IMPORTANT FINDINGS?

The results indicated that kindergarten students in Title I schools spent approximately 95 minutes (25%) of their time in formal instructional activities, 55 minutes (14%) in informal instructional activities, and 240 minutes (61%) in noninstructional activities. *The time spent in noninstruction was greater for 1981-82 kindergartners than for 1980-81 prekindergartners, as can be seen in Figure 4.*

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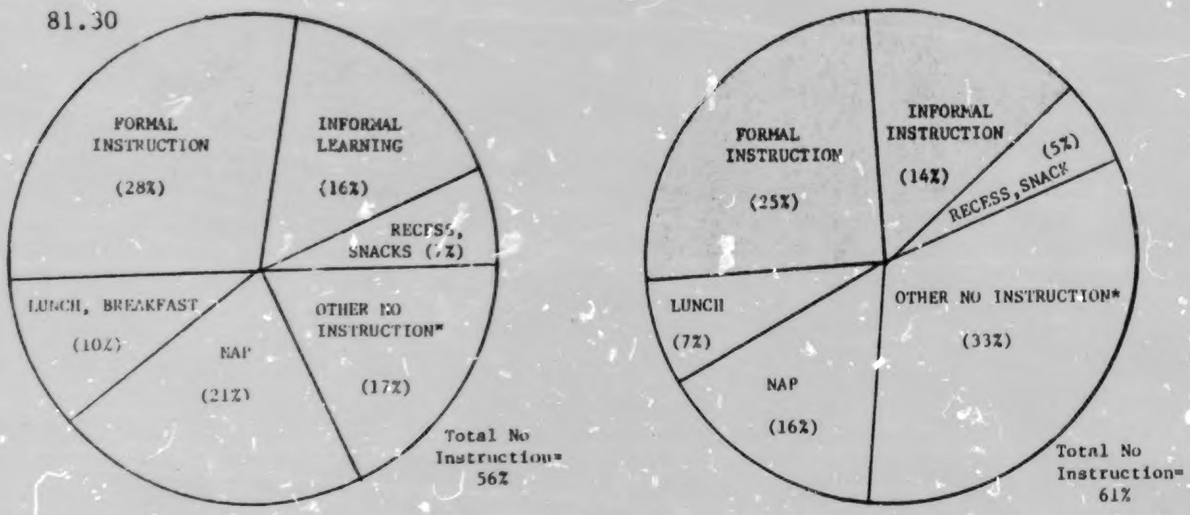

Title I Prekindergarten Students in 1980-81.

Kindergarten Students in 1981-82.

* "Other No Instruction" includes transition time from one activity to the next, housecleaning activities, going to the bathroom, passing out homework papers, lining up for lunch or music, washing hands, etc.

Figure 4. COMPARISON OF TIME USAGE FOR 1981-82 KINDERGARTEN STUDENTS AND 1980-81 PREKINDERGARTEN STUDENTS.

It is unclear whether or not the large percentage of time spent by kindergarten students in noninstructional activities is partially responsible for the failure of former prekindergarten students to maintain their relative achievement advantage. However, the District may wish to consider a closer look at time use in kindergarten classes to determine the reasons for and possible effects of the large amount of noninstructional time at this grade level.

READING RAINBOW KITS

WHAT ARE RAINBOW KITS?

Rainbow Kits are a Title I instructional support program that consists of reading-related activities for parents to do with their children. Each family receives a plastic file box to keep the activities in at home, and the kits are designed to be sent home with each Title I child on a weekly basis.

Title I students in eight schools received reading Rainbow Kits in 1981-82. Comparable students in other Title I schools served as a control group. This is the second year that reading Rainbow Kits have been used, and last year they were piloted with approximately one-half of the students in six schools.

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DID THE RAINBOW KITS IMPROVE STUDENT ACHIEVEMENT?

No, at least not yet. Figure 5 shows the gains of Rainbow Kit participants and control students at the grade levels where significant differences were found. At two grades, the Rainbow Kit students did significantly better than the control group of students, while at two other grade levels, the reverse was true.

Overall, there is no evidence that students who received Rainbow Kits made greater achievement gains than students who did not receive the kits. However, parents last year reported liking the kits very much, and it may be that the effects of participating in the program are long-term rather than short-term.

Unfortunately, it was not possible to compare the gains of students who had received two reading Rainbow Kits with gains of students receiving no kits, or one kit. Only two schools received the kits for two years in a row, and the sample of students who had actually received two kits was very small. However, if parent involvement in such activities continues to be of interest to parents and the District, longitudinal followup of students receiving the kits should be considered.

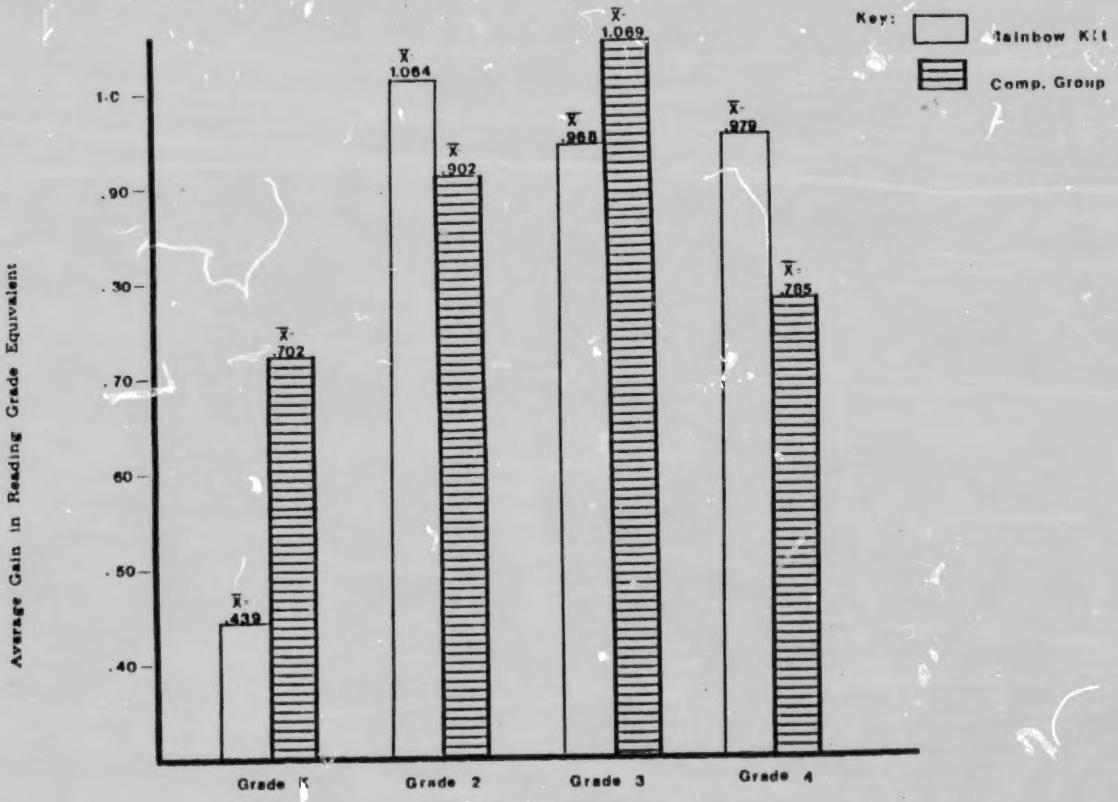

Figure 5. AVERAGE GAIN IN READING GRADE EQUIVALENT FOR GRADE LEVELS WITH A SIGNIFICANT DIFFERENCE BETWEEN THE GROUPS (RAINBOW KIT PARTICIPANTS VS. COMPARISON GROUP.)

PARENTAL INVOLVEMENT COMPONENT

HOW DO PARENTS WANT TO PARTICIPATE IN THE TITLE I PROGRAM?

A survey was mailed to a random sample of over 400 parents of regular and schoolwide project Title I and Migrant students to assess their preferences for ways to be involved in the Title I/Migrant program. A total of 110 surveys were returned (27%). The majority of those parents who responded to the survey were mothers of the students (83%), and the majority had previously attended a Parent Advisory Council (PAC) meeting (86%).

In general, parents most frequently indicated a preference to work in their child's school or attend workshop/training sessions as ways of being involved in the program. Of those who desired training in how to help their child, the most frequently mentioned needs for training were in the areas of reading, math, disciplinary skills, and ways to inquire about their child's progress.

WERE THE OBJECTIVES OF THE PARENTAL INVOLVEMENT COMPONENT MET?

Figure 6 shows that two of three objectives of the Parental Involvement Component were met. Other findings showed that:

- Attendance at PAC meetings declined from 1158 last year to 704 this year.
- The number of PAC meetings held at AISD schools increased from 71 last year to 89 this year. However, the number of nonpublic school PAC meetings declined from four to one.

Met	Not Met	OBJECTIVE
☑	☐	A minimum of one parent training session for Districtwide PAC members will be held during the 1981-82 school year. It may be in conjunction with the Districtwide PAC meetings.
☑	☐	A minimum of two staff development sessions will be held by the Title I and Title I Migrant instructional coordinators for the community representatives and/or the campus PAC contact persons.
☐	☑	A minimum of one parent training session will be held on each Title I campus during the 1981-82 school year. It may be held in conjunction with the local PAC meeting.

THE SUMMER AT-HOME READING PROGRAM (1980)

Title I offered a home-based summer reading program to about 300 Title I students during the summer of 1980. Two earlier evaluations failed to find any significant benefits in terms of achievement for students who participated in the program, when compared with a control group of students. However, in order to detect any long-term achievement benefits that might emerge from their participation two years ago, gains of participants were compared with controls again at the end of 1982. No differences between the gains of the two groups were found.

PRINCIPAL INTERVIEW

WHAT CONCERNS DID PRINCIPALS MENTION ABOUT THE TITLE I PROGRAM?

A random sample of eight Title I principals was interviewed in the spring of 1982, and some common themes or concerns emerged from their comments. All principals thought the Title I program was beneficial to their low-achieving students, and most emphasized the importance of communication between the Title I and regular classroom teachers.

Some principals wondered about the need for separate instructional coordinators for Title I, and whether or not the functions these coordinators currently performed could be performed by regular instructional coordinators for their school. However, each of the principals had a great deal of respect for his/her particular Title I coordinator. In addition, all mentioned that they felt they were very prepared when visits by the Title I monitors from the Texas Education Agency occurred.

Two other concerns were mentioned frequently by the principals. When Title I teachers are absent, there are currently no funds available for hiring a substitute teacher. Also, there are some scheduling and noise problems associated with serving Title I students in the classroom rather than on a pullout basis.

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Miscellaneous Document

ABSTRACT

Title: Testing Students for Title I Eligibility--ESEA Title I

Contact Person: Karen Carsrud

No. Pages: 43

Summary:

This packet was developed to provide principals and Title I teachers with a single source of information for use in determining the Title I eligibility of students in their school. The document contains four sections and five appendices described below.

Section I: Legal/Fiscal Requirement

This section describes four rules which must be followed in identifying Title I students. These are rules which TEA consultants monitor during their visit each year.

Section II: Generalized Procedure for Selecting Students

This section suggests a step-by-step procedure for selecting Title I students which should satisfy TEA monitors.

Section III: Criteria for Title I Eligibility

The general criteria for Title I eligibility are listed in this section.

Section IV: Selecting Students Without Test Scores

Students who enter Title I schools without test scores come either from another AISD campus or from another district. This section describes how to obtain test scores for these students. A flowchart is provided to simplify the process.

Section V: What to do About Students With Invalid Test Scores

Sometimes a student will have test scores that are clearly much higher or lower than the student's classroom performance would indicate. This section provides a procedure for retesting those students.

Appendices describing testing procedures and norms for each grade level are included for use by campus personnel who conduct the testing.

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Brochure

ABSTRACT

Title: Evaluation Findings in Brief: Title I and Title I Migrant 1980-81

Contact Persons: Karen Carsrud and Catherine Christner

No. Pages: 2

Summary:

The information in this brochure summarizes data found in the 1980-81 ESEA Title I Regular Final Technical Report (ORE Publication Number 80.71) and the 1980-81 ESEA Title I Migrant Final Technical Report (ORE Publication Number 80.40).

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(81.29)

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: 1981-82 Title I

Contact Person: Karen Carsrud

No. Pages: 28

Summary:

The evaluation design is a one-year plan of evaluation work for this project. It provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used.

The major foci of the Title I evaluation component for 1981-82 will be the effectiveness of:

- prekindergarten and kindergarten instruction,
- the Title I Reading Improvement Program (TRIP),
- the Parental Involvement Component,
- the schoolwide projects at Allison and Becker, and
- Rainbow Kits.

Whenever possible, longitudinal examination or tracking of students in the program will be conducted.

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(81.33)

Technical Report

ABSTRACT

Title: FINAL TECHNICAL REPORT: ESEA Title I 1981-82

Contact Person: Karen Carsrud

No. Pages: 315

Summary:

This report documents the purpose, procedures, analyses, and results for each information source used by Title I Evaluation in 1981-82. It contains eight appendices, each of which is devoted to a single instrument or information source. Each information source, in turn, is used in answering one or more evaluation questions, decision questions, and/or information needs from the 1981-82 Evaluation Design.

Each appendix contains:

- An instrument description
- Purpose for administering the instrument
- Procedures used to collect the data
- Analyses and results
- Figures presenting the data

The technical report for 1981-82 contains the following appendices:

Appendix A: Peabody Picture Vocabulary Test
Appendix B: Iowa Test of Basic Skills
Appendix C: Title I Service Report
Appendix D: Observations
Appendix E: PAC Records
Appendix F: Parent Survey
Appendix G: Principal Interview
Appendix H: Metropolitan Readiness Tests

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Miscellaneous Document   ABSTRACT

Title: Needs Assessment for the Preparation of the 1982-83 Chapter I Application

Contact Person: Karen Carsrud

No. Pages: 199

Summary:

This document provided information necessary to the planning of the E.C.I.A. Chapter I Program for 1982-83. It is divided into four sections.

Section I: Ranking of Schools by Percentage of Low-Income Students

This section of the Needs Assessment describes in detail how the AISD attendance area were ranked by their percentage of low-income children for the 1982-83 Chapter I application.

Section II: Alternate Ranking Procedure

The Title I regulation allow the ranking of schools based on economic deprivation to be altered to reflect differences in educational need. This section provides the altered ranking and explains how it was obtained.

Section III: Procedures for Determining Need Areas and Participant Numbers

The tables in this section are used to determine the subject matter and grade levels to be served, and also to estimate the number of eligible participants at each school for various possible selection criteria.

Section IV: Tables for the Selection of Title I Schools

This section contains four sets of contingency tables showing eligible students for various numbers of schools served and selection criteria chosen. One set of tables uses the regular ranking of schools (by percent low income), and the second set of tables uses the alternate ranking of schools. The remaining two sets of contingency tables show the number of eligible students (using the alternate ranking of schools) if the Title I were to serve only grades K-2 or K-3.

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Miscellaneous Document ABSTRACT

Title: Information from ORE about Classroom Observations

Contact Person: Karen Carsrud

No. Pages: 4

Summary:

The Office of Research and Evaluation did over 50 day long observations in kindergarten school classrooms in 1981-82. A brochure was prepared to inform school personnel about the nature of these observations. The same brochure with minor alterations was used this year. The brochure answered the following frequently asked questions.

1. Why are classroom observations necessary?
2. What training has the observer had?
3. Will teachers have an opportunity to make comments about the observations?
4. Who is the observer? How will the teacher know who she is when she comes to the room? (Photograph of the observer was provided in the brochure.)
5. Will the teacher know when an observer will be in the classroom?
6. What have been teachers' reactions to observations in the past?
7. Is there a difference between the observations conducted by ORE and those conducted by instructional supervisors?
8. What is the nature of the ORE observations?

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Miscellaneous Document ABSTRACT

Title: A Cause for National Pause: Title I Schoolwide Projects

Contact Persons: David Doss, Freda Holley

No. Pages: 48

Summary:

Recent Title I regulations have allowed local school districts to use Title I funds to establish schoolwide projects to upgrade the educational program for the entire school, not just for targeted students. Austin used Title I and local funds to establish two schoolwide projects where pullout programs were ended and the pupil/teacher ratio was lowered to 15-to-1. Evaluation findings showed that:

- The lower pupil/teacher ratio gave a meaningful boost to achievement in reading, language, and math.
- The project teachers had very high morale. They felt more effective in their work.
- The lower pupil/teacher ratio may have had more impact on the quality of instruction (less off-task time, better teacher monitoring of work, earlier corrective feedback, fewer adults with instructional responsibility for the child, fewer disruptions, etc.) than on its quantity.
- The program is expensive.
- Adequate classroom space can be a problem.

Implications of the findings for planning Title I programs are briefly discussed.

Comments:

This paper was presented at the 1982 annual meeting of the American Educational Research Association in New York City.

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Miscellaneous Document ABSTRACT

Title: Some Lessons We Have Learned from 6,500 Hours of Classroom Observation

Contact Persons: Glynn Ligon, David Doss

No. Pages: 11

Summary:

Over the past five years the Office of Research and Evaluation has conducted over 1,000 systematic, day-long observations of the instruction of individual students. This paper summarizes the findings from these observations. Information obtained from the observations includes the amount of time students spend in various basic skills instructional areas, the content of their instruction in those areas, the amount of adult contact they have, the size of the group in which they work, the amount of time they were off task, the place that instruction occurred, and other variables.

Also included in the paper is a review of the literature which discusses the recent research tying instructional time to achievement. In addition, a complete bibliography of publications documenting and interpreting the five years of in-classroom study is included.

Comments:

This paper was presented at the 1982 annual meeting of the American Educational Research Association in New York City.

Mindy Corley
Anderson High School

XV. ESEA Title I Migrant

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FINAL REPORT

Project Title: Title I Migrant

Contact Persons: Catherine Christner, Glynn Ligon

Major Positive Findings:

1. Migrant Program prekindergarten students made achievement gains that were greater than average for four-year olds.
2. Third-, sixth-, and seventh-grade students served by a Migrant Program teacher made average gains of one year or more in their reading achievement scores.
3. More students were served per teacher than in previous years. This may reflect the better apportioning of Migrant Program resources to pay for part-time teachers to reach more students.
4. More eligible students were served by a Migrant Program teacher at the senior high level this year than last year.
5. The Migrant Nurse made 1,151 contacts with 498 students across 54 different campuses.
6. More migrant parents attended local-campus PAC meetings this year than last year.

Major Findings Requiring Action:

1. Migrant Program pre-K students made lower achievement gains than did Title I pre-K students. Students' gains this year were lower than gains made by Migrant Program students last year.
2. The achievement gains of high school students served by Migrant Program teachers do not show evidence of a consistent program impact.
3. Very few students attended the pilot tutorial program for high school migrant students.
4. A disparity in the teaching loads among Migrant Program teachers continues at the high school level.
5. Students in grades 2-12 who have been served from one to four years by the Migrant Program did not make greater achievement gains from 1981 to 1982 than did other migrant students who have not been served.

Evaluation Summary:

The 1981-82 Title I Migrant Program consisted of seven components which included three instructional components and four support components:

Instructional	Support
Prekindergarten	Health Services
Communication Skills (K-12)	Parental Involvement
Summer School	MSRTS
	Evaluation

The Evaluation and Summer School Components will not be discussed in this summary. The following is a summary of the major evaluation findings presented by program component. The findings are reported in greater detail in the 1981-82 Title I Migrant Final Technical Report, ORE Publication Number 81.26.

PREKINDERGARTEN COMPONENT

HOW MANY PRE-K STUDENTS RECEIVED INSTRUCTIONAL SERVICES?

Instructional services were provided for 137 eligible migrant pre-K students at nine elementary campuses. Two of the classes were funded 50% Title I/ 50% Migrant Program, with half of each teacher's class consisting of Migrant Program students and the other half consisting of Title I eligible students.

DID THE MIGRANT PRE-K STUDENTS SHOW ANY ACHIEVEMENT GAINS OVER THE SCHOOL YEAR?

Yes. On the Peabody Picture Vocabulary Test-Revised (PPVT-R), Migrant Program students showed an average gain of 11.16 scale score points from the pre- to the posttest. Over time, scale score points are expected to remain constant; so, this gain indicates a growth rate above the national average.

HOW DO THE MIGRANT PROGRAM PRE-K STUDENTS COMPARE WITH THE TITLE I AND TITLE VII PRE-K STUDENTS?

This year all three programs pre- and posttested their students with the PPVT-R. All three programs' students averaged a gain from pre- to posttest. Title I students averaged the largest gain (14.35), while Title VII averaged the smallest gain (8.26). Migrant Program students' average gain was in between the two (11.16).

The gains discussed so far are for all students pre- and posttested. On the PPVT-R, the most valid scores are for students who have a basal (at least eight of the items in a row are answered correctly by the student being tested). If just those students who have basals are considered, all programs still show gain, but the gain decreases in all cases, especially for the Migrant Program students. See Figure 1 on the next page.

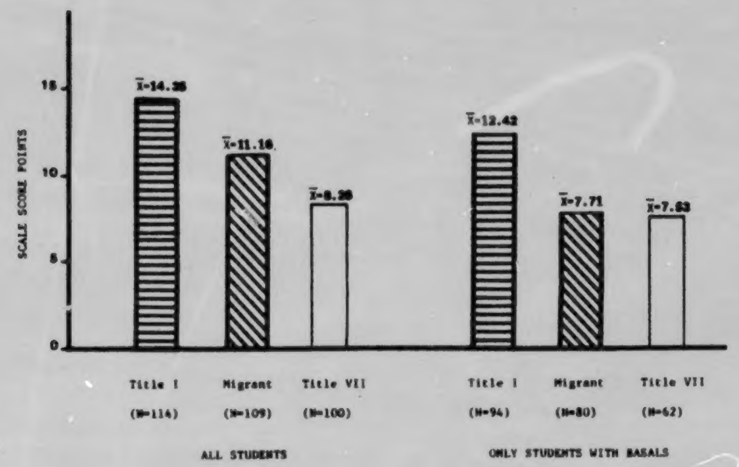

Figure 1. SUMMARY OF THE 1982 ACHIEVEMENT TEST GAINS FOR THE THREE PRE-K PROGRAMS.

In further comparison between the programs, Title I students with lower pretest scores made greater gains than did Migrant Program or Title VII students scoring at the same low levels. At the middle and upper levels of the pretest, differences in gains among programs are harder to discern.

HOW DO THESE SCORES COMPARE WITH THE SCORES MADE BY STUDENTS LAST YEAR?

Last year, the Title I and Migrant Program students took an earlier edition of the Peabody Picture Vocabulary Test. In looking at students' gains (for students with basals), Title I students scored an average gain of 10.84 scale score points while Migrant Program students scored an average gain of 9.64 scale score points.

Although the tests are not directly comparable, it seems the Title I Program produced improved gains while the Migrant Program did not.

DOES A STUDENT'S PARTICIPATION IN THE PRE-K PROGRAM HAVE ANY LONGER TERM EFFECTS?

Achievement data were gathered on former Title I and Migrant Program prekindergarten students to compare their kindergarten achievement with the achievement of similar students who did not attend a prekindergarten program. At the beginning of kindergarten, the former pre-K students' achievement scores were higher than were those of the other non-pre-K participants. However, by the end of kindergarten, the former pre-K children seemed to have lost their advantage in that the scores of the two groups were no longer different.

WHAT SIMILARITIES/DIFFERENCES DO TITLE I, MIGRANT PROGRAM, AND TITLE VII TEACHERS REPORT IN THEIR ACTIVITIES?

In April, all pre-K teachers were interviewed to determine similarities/differences among the three pre-K programs. The results of the interviews indicated the following:

- Title VII teachers used more Spanish as a group than did Migrant Program teachers who used Spanish more than did Title I teachers. For all three programs, English was spoken to English-dominant students the large majority of time.
- Title I and Migrant Program teachers used the AISD Early Childhood Curriculum as their main curriculum. The Title VII teachers used the Bilingual Early Childhood Program Curriculum as their main curriculum.
- The main diagnostic tool used by the teachers was a checklist. The Title I and Migrant Program teachers used a checklist from the AISD curriculum, a self-developed one, or both. The Title VII teachers used a checklist from the BECP, a self-developed one, or both.
- In trying to meet individual students' needs, most teachers (across programs) mentioned grouping of students based on their needs as well as using review and reinforcement for those students who needed it.
- Title I and Migrant Program teachers used large-group (including the whole class) instruction more than did the Title VII teachers. Title VII teachers made more use of small-group instruction.
- The most frequent types of student grouping for all pre-K teachers were based on ability, language dominance (by teacher observation), and personality.
- When students were working alone, most teachers reported they were working at a center of some sort (library, art, blocks, etc.).
- All pre-K teachers reported having contact with pre-K teachers from their own funding source to share ideas.
- As a group, Title VII teachers reported more contact with their community representative than did Title I or Migrant Program teachers.
- Generally as a group, Title VII teachers reported more frequent contact with parents than did Migrant Program or Title I teachers.
- All teachers initiated contact with parents more than parents initiated contact with teachers.
- All teachers reported contact with their supervisors on curriculum materials and in-service training. Most reported contact on instructional supervision, program information, and communication with other teachers.
- Across all groups the most frequently requested in-service topics were science, math, and art.

WHAT HAVE TITLE I AND MIGRANT PROGRAM TEACHERS SEEN AS BENEFITS/DRAWBACKS OF NOT HAVING AN AIDE THIS YEAR?

Teachers were asked to react to the program change which removed teacher aides, but reduced the pupil/teacher ratio in pre-K classes. Both groups of teachers shared very similar ideas. Both saw more drawbacks than they did benefits. Benefits noted were smaller class size, more self-reliant children, getting to know the children better, and not having to coordinate with another person. Several teachers mentioned seeing no benefits at all. The drawbacks most frequently mentioned were: the teacher could not adequately supervise the children; there was less time for individual work; the teacher was not covered in an emergency; no one was there to help with materials, clean-up, etc.; and fewer materials were covered.

K-12 COMPONENT

HOW MANY GRADES K-6 STUDENTS RECEIVED INSTRUCTIONAL SERVICES?

A total of 391 grades K-6 students were seen by a Migrant Program teacher. Both the average daily attendance per teacher and the average number of students seen in a six-weeks period were up from the 1980-81 figures. This may indicate the better apportioning of Migrant Program funds at the elementary level to reach more students. The number of teachers varied between 9 and 10 (full-and part-time) over the course of the school year.

WHAT WERE THE ACHIEVEMENT GAINS FOR THE GRADES K-6 MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER?

Kindergarten

The 38 students (seen by a Migrant Program teacher) who had pre- (fall '81) and posttest (spring '82) scores on the ITBS Language Test showed an average gain of 0.6 grade equivalents. This is less than the 0.9 gain made by AISD kindergarten students on the average.

First Grade

The 66 first-grade students served by a Migrant Program teacher made an average grade equivalent score of 1.5 on the ITBS Reading Total. This score is within 0.3 points of the expected grade equivalent score of 1.8 for first graders.

The first graders' achievement is higher than the average grade equivalent score of 1.4 attained by Migrant Program students in 1980-81.

Grades Two through Six

The third-and sixth-grade students served made good achievement gains on the ITBS Reading Total. Figure 2 shows the average achievement gains for students pre- and posttested.

Grade	# of Students Pre- & Posttested	Average Grade Equivalent Gain	% of Students Making at Least 0.8 Grade Equivalent Gain
2	43	0.7	44%
3	30	1.0	73%
4	40	0.9	65%
5	25	0.7	56%
6	24	1.1	79%

Figure 2. ACHIEVEMENT GAINS OF MIGRANT PROGRAM STUDENTS IN GRADES 2-6.

Grade 4 students also did fairly well with an average gain of 0.9. The majority of students at all grades except grade 2 made at least a 0.8 gain.

HOW DO THESE GAINS COMPARE WITH THOSE MADE BY STUDENTS IN 1980-81?

In comparing these figures with the achievement gains made by students who were served last year, especially noteworthy is that grade 6 students last year had the poorest gains (0.5 grade equivalent on the average). Grades 2 and 3 students made the same gains this year and last year. Grades 4 and 5 students made gains 0.1 and 0.2 points lower than the gains made last year at those same grade levels.

HOW DO GAINS MADE BY MIGRANT PROGRAM STUDENTS COMPARE WITH GAINS BY TITLE I STUDENTS?

Across the K-6 grade levels, the gains by students seen by a Migrant Program teacher compare favorably with gains made by students served by the Title I Regular Program. In Figure 3 are listed the average grade equivalent gain (from spring to spring) in Reading Total on the ITBS for the served Regular Title I students. For grade K, the gains are on the Language Total (ITBS) from fall to spring. Generally the Migrant Program and Title I gains are comparable across these grade levels. The average grade equivalent of first graders served by Title I (N=379) was 1.3, slightly lower than the 1.5 average for Migrant Program students served.

Grade	# of Students Pre- and Posttested	Average Grade Equivalent Gain
K	241	0.5
2	211	0.8
3	296	1.0
4	218	0.8
5	237	0.9
6	155	1.0

Figure 3. ACHIEVEMENT GAINS OF SERVED TITLE I REGULAR STUDENTS IN GRADES K, 2-6.

DID THE TITLE I AND MIGRANT PROGRAM STUDENTS WHO RECEIVED THE MATH RAINBOW KIT ACTIVITIES MAKE GREATER MATH ACHIEVEMENT GAINS THAN CONTROL STUDENTS WHO DID NOT RECEIVE THE KIT?

No. Analyses done by grade level on students' Math Total ITBS scores indicated that the students who received the Math Rainbow Kit activities did not make greater gains than did the control students who did not receive the Kit activities.

HOW MANY SEVENTH- AND EIGHTH-GRADE STUDENTS RECEIVED INSTRUCTIONAL SERVICES?

A total of 92 junior high migrant students were seen by a Migrant Program teacher. There were four teachers serving four campuses. The average daily attendance was 20 students per teacher. This is an increase over the 1980-81 level and is impressive in that only one of the four teachers was full-time, the rest were 40%, 60%, and 80% time.

WHAT WERE THE ACHIEVEMENT GAINS MADE BY SEVENTH- AND EIGHTH-GRADE MIGRANT PROGRAM STUDENTS?

In Figure 4 are given the achievement gains for 7th and 8th graders. The 7th graders did especially well in scoring an average grade equivalent gain of 1.2. The 8th graders also did fairly well scoring an average gain of 0.8. The majority of junior high students served had a 0.8 gain or better.

Grade	No. of Students Pre- & Posttested	Average Grade Equivalent Gain	% of Students Making At Least .8 Grade Equivalent Gain
7	38	1.2	63%
8	31	0.8	55%

Figure 4. ACHIEVEMENT GAINS MADE BY MIGRANT PROGRAM 7TH AND 8TH GRADERS IN 1981-82.

HOW DOES THIS COMPARE WITH THE GAINS MADE IN 1980-81?

The 7th graders had the largest gains (average of 1.6 grade equivalents) of any grade level in 1980-81. Although the gain this year was not quite as great it was still the largest gain. The 8th graders served in 1980-81 made a higher average gain (1.0) than did the students this year, but this year 55% made at least a 0.8 grade equivalent gain whereas last year only 38% made 0.8 gains.

HOW MANY NINTH - TWELFTH GRADE STUDENTS RECEIVED INSTRUCTION FROM A MIGRANT PROGRAM TEACHER?

Four senior high Migrant Program teachers saw 154 students in all. The average daily attendance at the senior high level was up considerably from 16 students in 1980-81 to 27 students in 1981-82. There was also an increase in the average number of students seen per six weeks from 75 students in 1980-81 to 108 students in 1981-82. This may partially reflect a full year of having a teacher at Crockett (she began in the spring of 1981).

WHAT PERCENTAGE OF ELIGIBLE STUDENTS WERE SERVED AT THE SENIOR HIGH LEVEL BY A MIGRANT PROGRAM TEACHER?

The percentage of served high school migrant students varied between 45.6% and 53.8% for each six weeks. This is an increase from the percentage seen in 1980-81 of 33%-37%. However, although this is an improvement, the percentage of eligible students served at the senior high level continues to be the lowest percentage for any of the instructional levels.

WHAT ARE SOME POSSIBLE REASONS FOR THE SMALLER PERCENTAGE OF ELIGIBLE STUDENTS BEING SERVED AT THE SENIOR HIGH LEVEL?

There continues (from previous years) to be considerable disparity in the number of students served by each of the four teachers (a range of 18 to 37). As has been reported in previous evaluations, scheduling students for service at the high school level is also a problem. Problems stem partially from students not receiving credit for Migrant Program classes, the foundation teachers not wanting to let the students leave their credit classes where the students are generally behind in their reading and language arts skills, and the student's own choice about wanting to take other classes instead.

WHAT WERE THE ACHIEVEMENT GAINS OF STUDENTS IN GRADES NINE - TWELVE WHO WERE SEEN BY A MIGRANT PROGRAM TEACHER?

In Figure 5 are given the STEP Reading median percentiles (pre and post) for students served by a Migrant Program teacher. Comparison figures are given for all AISD students and Hispanic students since 95% of the students served are Hispanic. Migrant Program students' scores are quite low when compared to the other two groups. No grade gained in percentile scores, and they either stayed the same or went down a point or two. At the ninth grade level, for [illegible] migrant students served by a Migrant Program teacher and who had pre- and posttests, the median percentile score was 10. For AISD ninth graders (N=4122) the median percentile was 34 and for AISD Hispanic ninth graders (N=1012) the median percentile was 20. Therefore as with the other grades, migrant students' scores are well below these other two groups. Overall, at the high school level, no consistent Migrant Program impact can be noted.

	1980-81 Grade 9	1980-81 Grade 10	1980-81 Grade 11	1981-82 Grade 10	1981-82 Grade 11	1981-82 Grade 12
AISD Students Pre-& Posttested	44 (n=2308)	47 (n=2390)	47 (n=2264)	45 (N=2308)	46 (n=2390)	41 (n=2264)
AISD Hispanics Pre-& Posttested	22 (n=470)	25 (n=492)	22 (n=427)	19 (n=470)	24 (n=492)	19 (n=427)
Migrant Program Students (Served) Pre- & Posttested	11 (n=30)	11 (n=16)	7 (n=12)	9 (n=30)	11 (n=16)	5 (n=12)

Figure 5. MEDIAN PERCENTILES ON THE STEP, READING TOTAL, 1970 NORMS FOR MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER AND TWO COMPARISON GROUPS. The AISD and Hispanic groups are for matched group medians.

WAS THE PILOT TUTORIAL SERVICES PROGRAM FOR HIGH SCHOOL STUDENTS SUCCESSFUL?

No. A pilot program was set up at two high schools to tutor migrant students in whatever subject areas they needed help. Two math teachers were the tutors. Very few students were seen. The teachers reported very few students came even when the students had scheduled a time. Students always seemed to have something else to do that was more important to them.

HEALTH SERVICES COMPONENT

HOW MANY MIGRANT STUDENTS WERE SERVED BY THE MIGRANT NURSE?

From September, 1981 through May, 1982, the Migrant Nurse provided health services to 498 migrant students. Her total number of student contacts (excluding follow-ups) was 1,151. She served 96% of the pre-K students and 79% of the currently migratory students.

WHAT SERVICES WERE PROVIDED BY THE MIGRANT NURSE?

During September through May, the Nurse performed a wide variety of services (see Figure 6). In addition to these contacts with students, she made 734 contacts with parents on issues relating to their children's health. The most frequent contacts involved dental and vision screening and health supervision.

Activity	Number of Times Activity Was Performed
Regularly Scheduled Exam	295
Non-Scheduled Exam	117
Phone Contact	329
Referral to Medical Doctor	300
Referral to Dentist	187
Home Visit	56
Counseling/Teaching	211
Referral to Other Professional	29

Figure 6. TALLY OF VARIOUS NURSING ACTIVITIES FOR SEPTEMBER, 1981 THROUGH MAY, 1982.

HOW MUCH MONEY WAS SPENT FOR MEDICAL AND DENTAL CARE FOR THE MIGRANT STUDENTS?

In Figure 7 are presented the expenditures for medical expenses paid for by Migrant Program funds for September through May. Fifty-four percent of the funds paid dental expenses.

		EXPENDITURES							
Month	Duplicated Count of Students Served	M.D.	Dentist	Pharmacy	X-Ray	Lab	Glasses	Total Spent	Average Spent Per Student
September	33	$ 560.00	$ 416.00	$ 82.85	-0-	-0-	$ 253.00	$ 1,311.85	$ 39.75
October	40	780.00	593.00	124.73	-0-	17.00	716.00	2,230.73	55.77
November	40	700.00	474.00	92.14	-0-	-0-	508.00	1,774.14	44.35
December	23	416.00	707.00	31.52	-0-	148.00	132.00	1,434.52	62.37
January	43	613.00	2,008.00	36.69	-0-	56.00	400.00	3,118.69	72.53
February	34	475.50	1,722.00	44.24	-0-	38.00	150.00	2,429.74	71.46
March	65	1,338.50	2,016.00	118.52	265.50	28.00	436.00	4,202.52	64.65
April	63	1,005.00	1,778.60	148.73	174.00	57.00	294.00	3,457.33	54.88
May	64	711.00	3,822.00	53.06	129.00	95.00	528.00	5,338.06	83.41
TOTAL	405	$6,604.00	$13,536.60	$732.48	$568.50	$439.00	$3,417.00	$ 25,297.58	$ 62.46

Figure 7. SUMMARY OF HEALTH SERVICES EXPENDITURES BY MONTH FOR SEPTEMBER, 1981 - MAY, 1982.

PARENTAL INVOLVEMENT COMPONENT

HOW HAS THE STRUCTURE OF THIS COMPONENT CHANGED FROM LAST YEAR?

During the District's administrative reorganization, the staff in this component were structured in a different way from previous years. The community representatives were split into elementary and secondary. The two secondary community representatives were supervised by the Secondary Migrant Coordinator. The one fulltime and one half-time elementary community representatives were supervised by the Title I/Migrant/Title VII Parental Involvement Specialist. For the first time, the Title VII and Title I community representatives also recruited migrant parents. The responsibility for parental involvement was seen as a management function in the new District organization.

HAVE THERE BEEN ANY CHANGES IN THE PARENTAL ADVISORY COUNCIL (PAC) STRUCTURE?

Yes. Last spring parents voted to separate the Districtwide PAC into an Elementary Title I/Migrant Districtwide PAC and a Secondary Migrant Districtwide PAC. Although there were still local campus PACs at the elementary level, the Secondary Migrant Districtwide PAC was the only PAC for migrant parents at the secondary level.

WAS AN ELEMENTARY TITLE I/MIGRANT DISTRICTWIDE PAC ESTABLISHED?

Yes. A total of eight meetings were held. Across all meetings, 63 migrant parents attended the meetings. A total of 92 migrant parents attended the combined Elementary and Secondary Title I/Migrant PAC in 1980-81. Since the secondary parents had their own PAC this year, these figures are not directly comparable.

WAS A SECONDARY MIGRANT DISTRICTWIDE PAC ESTABLISHED?

Yes. Six meetings were held in all with 54 migrant parents in attendance (across all meetings).

WERE LOCAL CAMPUS PACS ESTABLISHED AT THE ELEMENTARY LEVEL?

Yes. All schools that had a Title I/Migrant Program or a Migrant Program teacher established PACs by having at least one meeting.

HAS THE ATTENDANCE OF MIGRANT PARENTS AT THE LOCAL-CAMPUS PACS IMPROVED OVER THE LOW LEVEL OF ATTENDANCE IN 1980-81?

Yes. In 1980-81, a total of 145 migrant parents attended a local-campus meeting (both elementary and secondary). In 1981-82, 160 migrant parents attended a meeting of a local-campus PAC (elementary only). In 1980-81, 97 elementary parents attended local meetings, so the 160 total figure for elementary local-PAC attendance this year is quite an improvement.

HOW DO TITLE I AND MIGRANT PARENTS WANT TO BE INVOLVED IN THESE PROGRAMS?

Early in the spring a survey was mailed to a sample of Title I and Migrant Program parents to ascertain how parents wanted to be involved in the programs. Of the parents responding, the top choices were helping out at their child's school and attending parent-training workshops. The first two choices for areas in which they wanted training were helping their child read at home and helping their child with math at home.

WAS THE MIGRANT PROGRAM STAFF SATISFIED WITH THE PARENTAL INVOLVEMENT COMPONENT?

In a spring questionnaire, both elementary- and secondary-level Migrant Program teachers expressed dissatisfaction with their PACs. Dissatisfaction was also expressed by teachers last year. In the same questionnaire, elementary teachers were satisfied with the services provided by the community representatives. The secondary teachers, however, were (overall) neutral about the services provided by their community representatives--with some being satisfied and some being dissatisfied.

The Title I/Migrant Administrator, the Parental Involvment Specialist, and the Secondary Migrant Coordinator all were generally satisfied with the functioning of this component. All felt the elementary/secondary split in PACs and community representatives allowed the program to better serve parents' needs. The Parental Involvement Specialist felt it was a plus that all the community representatives (Title I and Title VII) know about the program and now recruited eligible parents for the program. This increased the resources of the program. Both the Administrator and the Parental Involvement Specialist felt parents were not as involved in the program as they would like.

MSRTS COMPONENT

WHAT IS THE MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)?

The MSRTS is a national-level record-keeping system designed to maintain files on eligibility forms, health data, instructional data, and achievement data on all migrant students. The MSRTS records are sent as the student migrates from school district to school district to provide each new school district with information about the health, instructional, and achievement data on that student at the previous school(s). There is a system of files that the District's MSRTS Clerk is required to maintain which contains the students' eligibility forms for the program and other MSRTS records on each student. The files are required to be kept in a certain order, and various records updated and sent to the central office at various points during the year.

HOW DOES THIS YEAR'S MSRTS RECORD-KEEPING COMPARE WITH LAST YEAR'S RECORD-KEEPING?

In examining the objectives set by the Texas Education Agency in the application for funding of Title I Migrant, it was noted that nearly all of the objectives were met and they were generally met on time. Information gathering and updating required by the system were done on time and in good order. The record-keeping this year was better and more timely than that noted in 1980-81. Not all the objectives were met on time because of several two-day deadlines which required contact with a large number of schools. In a spring interview, the Title I/Migrant Administrator felt eligibility forms had been processed more efficiently this year.

HOW DO MIGRANT PROGRAM STAFF PERCEIVE THE MSRTS SYSTEM?

On a questionnaire sent to Migrant Program teachers in the spring, teachers expressed a neutral attitude toward the system. Last year when asked, teachers generally reported not using the system. The Title I/Migrant Administrator indicated the MSRTS system is required for the Migrant Program to be funded, so AISD will continue its use. Since our District has so many formerly migratory students and so few currently migratory students (for which most of the MSRTS system components are geared), the system is not as useful to our District as it might be to others with large numbers of currently migratory students.

K-12 LONGITUDINAL DATA FILE

ARE THE ACHIEVEMENT GAINS OF MIGRANT STUDENTS WHO HAVE BEEN SEEN ZERO, ONE, TWO, THREE, OR FOUR YEARS BY A MIGRANT PROGRAM TEACHER DIFFERENT?

A data file was created to compare the achievement gains from the spring of 1981 to the spring of 1982 (for grades 2-12). The students on the file were: migrant students who had not been served by a Migrant Program teacher during the last four years (1981-82 through 1978-79); migrant students who had been served by a Migrant Program teacher only one of the last four years; migrant students who had been served by a Migrant Program teacher two of the last four years; migrant students who had been served by a Migrant Program teacher three of the last four years; and migrant students who had been served all four of the last four years. The ITBS and STEP Reading Total scores were used for grades 2-12, while the ITBS Language Total scores (fall, 1981 and spring, 1982) were used for kindergarten.

In comparing the achievement gains of the students not served with those served one, two, three, or four years by a Migrant Program teacher, no discernable differences could be found in favor of students who were served regardless of the length of time served. This was true even when gains were examined for just those students who scored at the 30th %ile or below.

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Brochure

ABSTRACT

Title: Evaluation Findings in Brief: Title I and Title I Migrant 1980-81

Contact Persons: Karen Carsrud and Catherine Christner

No. Pages: 2

Summary:

The information in this brochure summarizes data found in the 1980-81 ESEA Title I Regular Final Technical Report (ORE Publication Number 80.71) and the 1980-81 ESEA Title I Migrant Final Technical Report (ORE Publication Number 80.40).

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Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: ESEA Title I Migrant Program, 1981-82

Contact Persons: Catherine Christner, Glynn Ligon

No. Pages: 27

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I. Evaluation Design Review Form	This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
II. Narrative Summary A. Program Summary B. Evaluation Summary	This chapter briefly describes the project and the evaluation activities tied to the project.
III. Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
IV. Information Needs A. Needs B. Overview	Here the evaluator specifies other information needs that are not included in the decision question section. This may include information required for annual TEA reports, applications, interim reports, etc.
V. Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the persons receiving the information.
VI. Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed as well.

VII.	Data to be Collected in the Schools	This is a timeline for the collection of data in the schools.
VIII.	Evaluation Time Resources Allocation Summary	This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

Evaluation of the 1981-82 Title I Migrant Program involves three major activities:

a) The production of a Final Report and a Technical Report which present information relevant to the decision questions.

b) The production of an Annual Evaluation Report for TEA which documents the extent to which program objectives have been achieved.

c) The dissemination of evaluation information to district personnel throughout the year by means of brochures, memos, meetings, etc.

Scope of Design:

5 Decision Questions
31 Evaluation Questions
19 Information Need Questions

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Miscellaneous Document ABSTRACT

Title: Evaluation Findings in Brief: Title I Migrant Secondary 1980-81

Contact Person: Catherine Christner

No. Pages: 2

Summary:

The information in this brochure summarizes data found in the 1980-81 ESEA Title I Migrant Final Technical Report (ORE Publication Number 80.40).

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Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: ESEA Title I Migrant Program 1981-82

Contact Persons: Catherine Christner, Glynn Ligon

No. Pages: 450

Summary:

This is the accompanying document to the ESEA Title I Migrant 1981-82 Final Report (see Final Report in this volume).

The Technical Report consists of 19 appendices. Each appendix reports the information collected by a specific collection measure.

Each appendix contains:

An instrument description
Purpose of the measure
Procedures used to collect the data
Results
Figures presenting the data
Supporting documents to the data collection process

This technical report contains the following:

Appendix A. Peabody Picture Vocabulary Test
Appendix B. Iowa Tests of Basic Skills
Appendix C. Sequential Tests of Educational Progress
Appendix D. Pre-K Longitudinal File
Appendix E. K-12 Longitudinal File
Appendix F. Migrant Student Master File
Appendix G. Migrant Student Attendance Record
Appendix H. Secondary Teacher Activity Record
Appendix I. Migrant Teacher Questionnaire
Appendix J. Math Rainbow Kit Teacher Questionnaire
Appendix K. Math Rainbow Kit Parent Questionnaire
Appendix L. Title I/Migrant Parent Survey
Appendix M. Migrant Staff Interview
Appendix N. Migrant Health Services Form
Appendix O. Migrant Medical Expenses Form
Appendix P. PAC Records
Appendix Q. MSRTS Records
Appendix R. Documentation of the High School Migrant Tutorial Services
Appendix S. Pre-Kindergarten Teacher Interview

XVI. Local/State Bilingual

Kim Davis
Anderson High School

FINAL REPORT

Project Title: Local/State Bilingual

Contact Person: Jonathan J. Curtis

Major Positive Findings:

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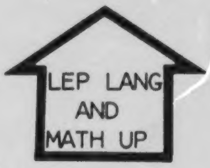
1. Title I Limited English Proficient (LEP) students outgained non-Title I LEP pupils by over four months growth in reading and language at both second and third grades.

TITLE I
LEP READ
AND
LANG UP

2. Spanish-dominant kindergarten students gained five more points on the average this year than last. This year 96% of the Spanish-dominant kindergartners showed positive gains on the PAL while only 79% showed positive gains last year.
3. Performance in language and math is generally up for LEP pupils at each elementary grade level from 1981 to 1982. The language scores of second grade English-dominant and third grade Spanish-dominant LEP students are the only exceptions.



Major Findings Requiring Actions:

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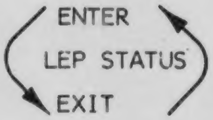
1. The new state legislation establishes exit criteria for kindergarten and first grade limited English proficient (LEP) students that will result in many of these children first exiting LEP status and then returning to LEP status at the end of second grade when more stringent criteria for exiting must be met.



2. As a result of the new LEP exit criteria, the number of LEP pupils will decrease by about 500, mostly Hispanics at the elementary level, to a base of about 1,800.

NO. OF
LEP
DOWN

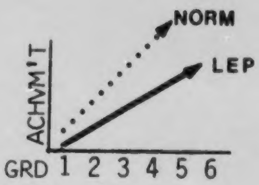
3. Performance in reading is generally down for elementary LEP pupils. Exceptions are for fourth and fifth grade Bilingual LEP pupils.

LEP
READ
DOWN

4. Without substantially more bilingually certified teachers, the District will continue to struggle in its efforts to place each Hispanic LEP pupil in a class with a bilingually certified teacher.

5. LEP pupils at Title I schoolwide project (low pupil/teacher ratio: LP/TR) schools did not outperform LEP students in the regular program. In fact second grade LEP pupils in the regular schools outperformed their LP/TR counterparts in reading, language, and math.

6. The District LEP pupils tend to diverge farther and farther from the national norm from one grade level to the next. However, much of the decrement (perhaps 60% or more) occurs during the fourth grade particularly with regard to math scores.

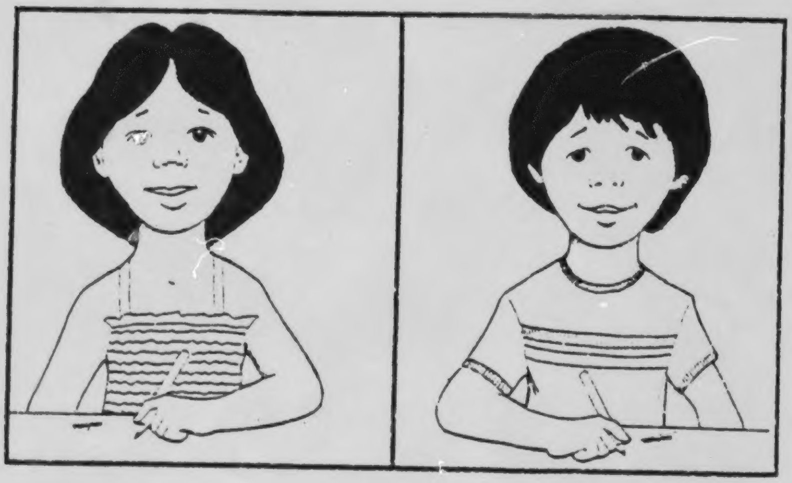


Evaluation Summary:

This section summarizes the major Local/State Bilingual Program findings and is organized around the following topics:

- Language Proficiency
- Academic Achievement
- "Musical Chairs" Staffing
- Changes in the Wind
- What Can We Learn From This Year's Evaluation

More specific information may be obtained by consulting the 1981-82 Local/State Bilingual Project Final Technical Report, Publication No. 81.44.



LANGUAGE PROFICIENCY

The two measures used by the District to assess English and Spanish language proficiency are the Primary Acquisition of Language Test (PAL) for elementary students and the Language Assessment Battery (LAB) for secondary pupils. Pre- and posttest PAL data were obtained for all students new to the District with a language other than English indicated on the Home Language Survey (HLS). A sufficient amount of data was gathered for Hispanic children to construct estimates of their language performance from kindergarten through grade six. No other language group had enough pre-post data to construct estimates of performance. Estimates of Hispanic performance on the LAB were constructed for each secondary grade.

HOW DO THIS YEAR'S GAINS IN LANGUAGE PROFICIENCY COMPARE TO LAST YEAR'S?

Gains of Spanish-dominant kindergarten pupils were five points higher in English this year than last (see Figure 1). However, the gains for English-dominant and bilingual kindergartners were lower. Gains for the rest of the grades cannot be compared to last year since the assessment of language performance was not reported previously for those grades.

Within the school year, gains of Spanish-dominant elementary LEP pupils ranged from a low of 22.1 at the fifth grade level to 40.5 at the kindergarten level. There was a ceiling effect on the PAL for English-dominant and Bilingual pupils for grades one through six. Thus for those students, no valid information regarding Engish language growth as measured by the PAL was obtained. Kindergarten gains for English-dominant and Bilingual LEP pupils were 16.5 and 21.8 respectively.

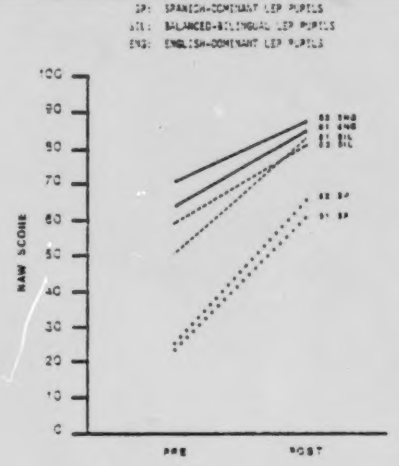


Figure 1: HISPANIC LEP KINDERGARTEN PERFORMANCE GAINS ON THE PAL, 1981 AND 1982.

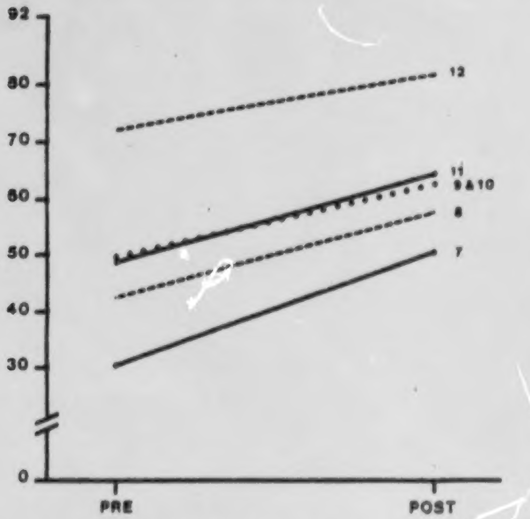


Figure 2. LAB RAW SCORE PERFORMANCE OF SECONDARY HISPANIC LEP STUDENTS (1981-82).

There was not enough pre-post data to calculate meaningful average LAB gains at any secondary grade level last year except for the seventh and eighth grade Transitional Bilingual Education (TBE) Program students. Nevertheless, it is apparent from this year's data that English language learning is occurring at all grade levels and that pupils in the TBE Program are gaining on their non-Spanish-dominant LEP peers (see Figure 2).

ACADEMIC ACHIEVEMENT

More than anything else, academic achievement is the primary focus of educational programs. They are effective or not based primarily on the academic performance of participating students. For Bilingual Education, the limelight is shared with language proficiency; but academic achievement remains an essential focus.

Results from the Iowa Tests of Basic Skills subtests in reading, language, and math are examined below to provide a picture of the academic facet of the program.

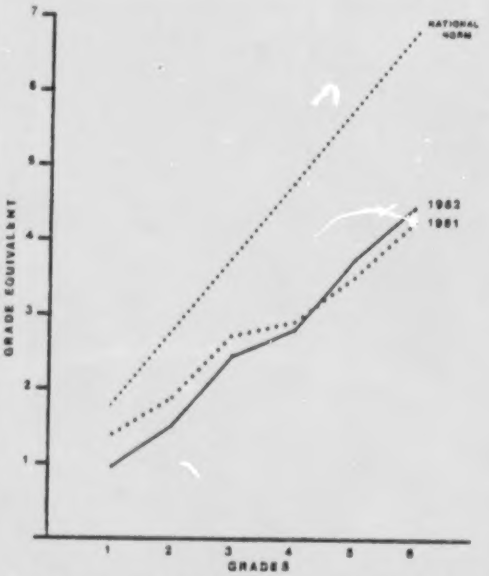


Figure 3: BALANCED-BILINGUAL HISPANIC LEP PUPIL READING ACHIEVEMENT (ITBS).

The reading skills of Hispanic LEP pupils are improving grade-by-grade. Figure 3 illustrates this point unequivocally. The grade equivalent scores increase without exception from one grade to the next whether 1981 or 1982 scores are examined. A similar pattern exists for the Spanish reading skills of Spanish-dominant LEP pupils who are receiving Spanish reading instruction. Unfortunately, LEP pupil English reading gains are generally insufficient to narrow or even maintain the gap that exists between them and their non-LEP peers. Thus, there is an ever-widening achievement chasm that divides them. The difference in reading skills continues to broaden year-by-year as LEP pupils fall farther and farther behind. For example, at the first grade level (1982) the difference between the Spanish-dominant LEP pupil English reading performance and the national norm group is more than a year and two months. By the sixth grade this difference has diverged to over three years and four months. The diverging achievement phenomenon is not unique to Austin and has been noted in the national research literature. For Austin, much of the divergence occurs at the fourth grade level.

GRADE	STATISTICS	SPANISH DOMINANT 1981	SPANISH DOMINANT 1982	BILINGUAL 1981	BILINGUAL 1982	ENGLISH DOMINANT 1981	ENGLISH DOMINANT 1982
1	$\bar{X}$	1.20	.54	1.43	.38	1.46	1.26
	N	*97*	*122*	*63*	*76*	*165*	*149*
	(SE)		(.067)		(.107)		(.058)
2	$\bar{X}$	1.60	.35	1.92	1.56	2.08	1.79
	N	*54*	*67*	*86*	*119*	*112*	*107*
	(SE)		(.106)		(.079)		(.080)
3	$\bar{X}$	2.27	1.02	2.74	2.50	2.57	2.53
	N	*47*	*36*	*71*	*104*	*56*	*57*
	(SE)		(.174)		(.097)		(.087)
4	$\bar{X}$	2.41	1.86	2.96	2.83	2.91	2.88
	N	*41*	*41*	*50*	*69*	*34*	*51*
	(SE)		(.217)		(.119)		(.141)
5	$\bar{X}$	3.32	2.52	3.56	3.21	3.89	3.53
	N	*36*	*39*	*45*	*43*	*35*	*48*
	(SE)		(.271)		(.153)		(.172)
6	$\bar{X}$	3.92	3.38	4.23	4.47	4.21	4.04
	N	*30*	*29*	*36*	*53*	*19*	*41*
	(SE)		(.309)		(.150)		(.265)

Figure 4: ITBS AVERAGE READING SCORES FOR SPANISH-DOMINANT, BILINGUAL, AND ENGLISH-DOMINANT LEP PUPILS (GRADE EQUIVALENTS).

$\bar{X}$ = Average Score   *N* = No. of Scores Used in Calculations   (SE) = Standard Error

Comparison of this year's grade-by-grade reading achievement with last year's indicates that English reading scores are generally down for all dominance categories and all grades. The 1982 fifth and sixth grade Bilingual LEP students are the exceptions who scored higher than similar students the year before (see Figure 4).

Since many LEP pupils are from low income families many of the children are served by the Title I Program. Does participation in the Title I Program enhance the performance of these LEP students? Analysis of the achievement data suggest that *second and third grade LEP pupils who participate in the Title I Program outperform their non-Title I counterparts in both reading and language* (see Figure 5). The benefit to Title I first graders was not examined since information was not available upon which to adjust for different entry skills. At the fourth through sixth grade levels students participating in the Title I Program did not attain higher levels of performance in reading, language or math. Thus, for LEP pupils above the third grade the Title I Program produces no apparent achievement benefits.

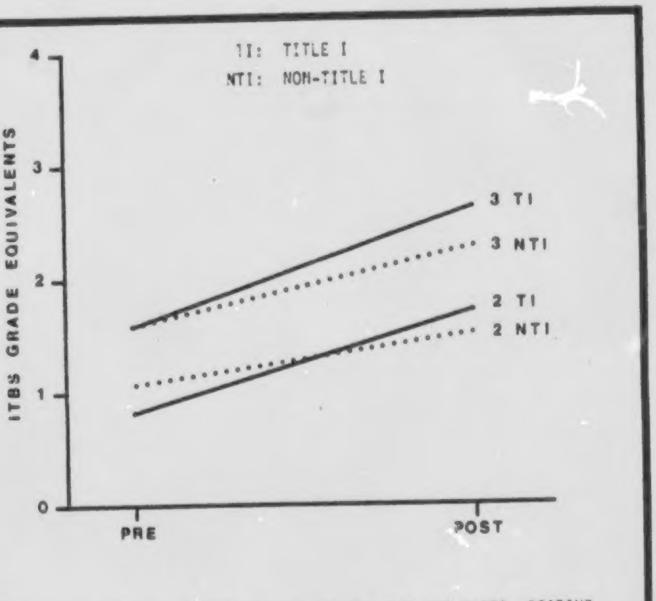


Figure 5: TITLE I VS NON-TITLE I GRADES TWO AND THREE, READING.

ARE LANGUAGE SKILLS IMPROVING?

Figures 6 and 7 demonstrate an increase in the language skills of LEP pupils from the lower to higher grade levels. The everwidening divergence of LEP pupils from the national norm group noted in the reading section is also applicable to language skills.

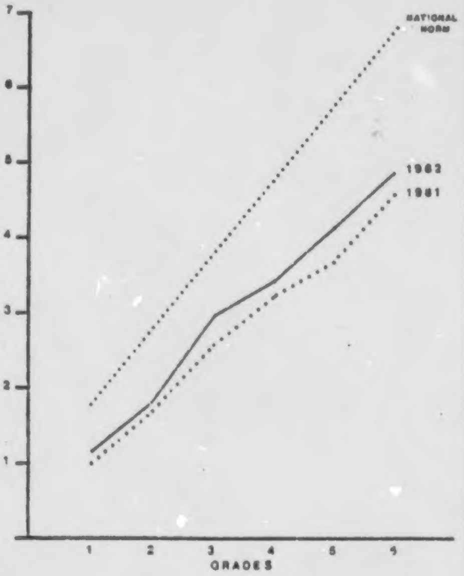


Figure 6: BALANCED-BILINGUAL HISPANIC LEP PUPIL LANGUAGE ACHIEVEMENT (ITBS).

GRADE	STATISTICS	SPANISH DOMINANT 1981	1982	BILINGUAL 1981	1982	ENGLISH DOMINANT 1981	1982
1	$\bar{X}$ •N• (SE)	.49 •50•	.58 •122• (.081)	.97 •113•	1.15 •76• (.123)	1.21 •125•	1.44 •149• (.080)
2	$\bar{X}$ •N• (SE)	.62 •19•	1.00 •67• (.146)	1.70 •102•	1.78 •119• (.106)	2.14 •75•	1.91 •107• (.096)
3	$\bar{X}$ •N• (SE)	1.14 •24•	.92 •36• (.192)	2.59 •76•	2.99 •104• (.132)	2.30 •47•	3.13 •67• (.129)
4	$\bar{X}$ •N• (SE)	1.91 •33•	2.16 •41• (.288)	3.24 •56•	3.45 •63• (.157)	3.41 •46•	3.64 •51• (.173)
5	$\bar{X}$ •N• (SE)	2.74 •18•	2.67 •39• (.317)	3.72 •56•	4.17 •43• (.114)	3.66 •41•	4.15 •48• (.131)
6	$\bar{X}$ •N• (SE)	2.23 •32•	3.31 •29• (.363)	4.62 •46•	4.92 •53• (.180)	4.63 •23•	4.76 •41• (.238)

Figure 7: ITBS AVERAGE LANGUAGE SCORES FOR SPANISH-DOMINANT, BILINGUAL, AND ENGLISH-DOMINANT LEP PUPILS (GRADE EQUIVALENTS).

Comparison of performance last year with this year indicates that language scores are generally up. Second grade English-dominant and third grade Spanish-dominant LEP pupils provide the only exceptions to this rule.

As noted in the reading section, second and third grade Title I LEP students attained higher reading and language scores (adjusted for entry level skills) than did their non-Title I counterparts.

ARE MATH SKILLS IMPROVING?

Since math is the academic area requiring the least language, it is anticipated that LEP pupils will perform better in this area than in reading or language. Figures 8 and 9 confirm this hypothesis. There is a tendency for math skills to diverge from the national norm across the grades; however, the divergence for math skills is much less than that for reading or language. Furthermore, the divergence associated with performance between the end of third and fourth grade accounts for a substantial part of the total divergence (perhaps 60% or more). At present it is not known whether this phenomenon is associated with a change of schools, a difference in the difficulty level of the ITBS, a sparsity of good teachers at the fourth grade level, or some other factor. Further exploration to eliminate rival hypotheses is in order.

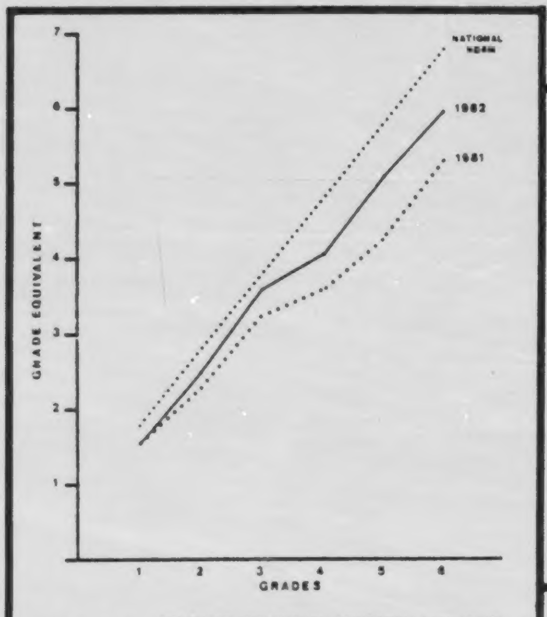


Figure 8: BALANCED-BILINGUAL HISPANIC LEP PUPIL MATH ACHIEVEMENT (ITBS).

		SPANISH DOMINANT		B I L I N G U A L		ENGLISH DOMINANT	
GRADE	STATISTICS	1981	1982	1981	1982	1981	1982
1	$\bar{X}$	1.44	1.48	1.56	1.57	1.53	1.52
	"N"	*129*	*122*	*74*	*76*	*164*	*149*
	(SE)		(.065)		(.092)		(.060)
2	$\bar{X}$	2.16	2.56	2.27	2.52	2.29	2.52
	"N"	*73*	*67*	*91*	*119*	*114*	*107*
	(SE)		(.102)		(.064)		(.064)
3	$\bar{X}$	3.05	3.36	3.24	3.58	3.05	3.42
	"N"	*53*	*36*	*72*	*104*	*58*	*67*
	(SE)		(.183)		(.071)		(.073)
4	$\bar{X}$	3.41	3.93	3.62	4.10	3.53	3.65
	"N"	*47*	*41*	*51*	*69*	*35*	*51*
	(SE)		(.215)		(.105)		(.126)
5	$\bar{X}$	4.64	4.96	4.31	5.14	4.67	4.63
	"N"	*37*	*39*	*47*	*43*	*35*	*48*
	(SE)		(.210)		(.167)		(.180)
6	$\bar{X}$	5.15	6.02	5.34	6.02	4.96	5.60
	"N"	*33*	*29*	*28*	*53*	*20*	*41*
	(SE)		(.190)		(.135)		(.210)

Figure 9: ITBS AVERAGE MATH SCORES FOR SPANISH-DOMINANT, BILINGUAL, AND ENGLISH-DOMINANT LEP PUPILS.

Comparison grade-by-grade of math performance last year and this year indicates math scores are up at every grade level for all LEP dominance categories except English-dominant first and fifth graders. Thus, the District appears to be improving its math instruction for LEP students.

MUSICAL CHAIRS STAFFING

For a number of years, the District has been attempting to meet the needs of its Hispanic LEP pupils by providing at least part of the child's instruction with a bilingually certified teacher. Since there have never been quite enough bilingually certified teachers to go around, the District has been unable to provide bilingual instruction to all of its Hispanic LEP children.

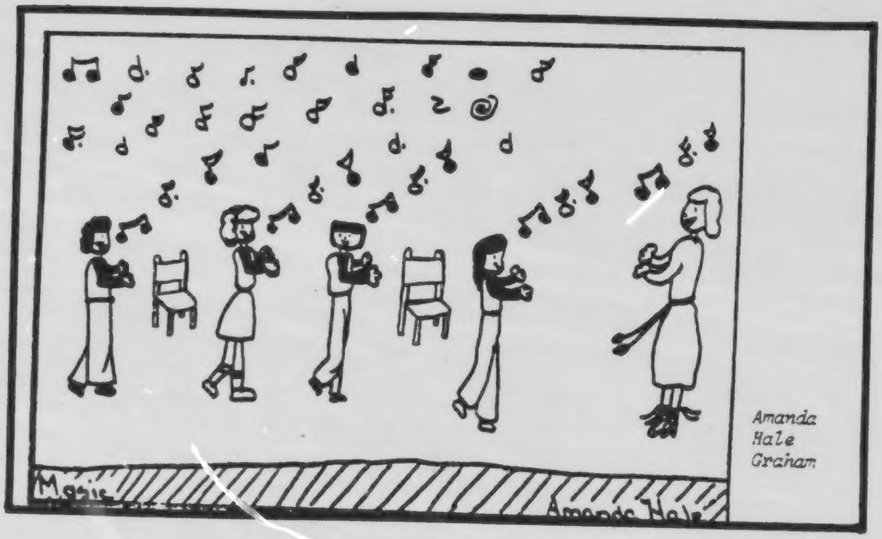
In its attempt to meet this need, the District has in the past:

- funded Bilingual Resource Teachers to serve Hispanic LEP pupils in low incidence schools.
- offered parents the opportunity to transfer their LEP child to a school where bilingual instruction can be provided.
- established bilingually certified and monolingual-English teacher teams to assure that LEP pupils in the monolingual-English teacher's class received some bilingual instruction.

CAN THE DISTRICT PROVIDE BILINGUALLY CERTIFIED TEACHERS TO ALL CHILDREN FOR WHOM BILINGUAL INSTRUCTION IS REQUIRED?

This District has been unable to secure bilingually certified teachers for Vietnamese pupils. Furthermore, the number (193) of bilingually certified teachers available to serve the Hispanic LEP population is marginal. The 193 bilingually certified teachers employed by the District must serve approximately 1,700 Hispanic LEP pupils. Thus, on the average these teachers must serve about nine LEP pupils. Unfortunately there are logistic problems associated with getting the students and teachers placed in an optimal fashion so that all can be served. Schools must have the right number of certified teachers at the right grade levels. To cover all 61 elementary schools at all grade levels with at least one bilingually certified teacher would require a minimum of 280 teachers. The number of LEP students varies considerably from campus to campus; nine schools have more than 75 Hispanic LEP students and 16 schools have five or fewer. Thus, the incidence of LEP pupils at the various schools must be considered along with other factors. Among the schools with a low incidence of LEP pupils, it is very difficult to predict when the next LEP child will enroll and at what grade level. Under these and other constraints, the District will be able to meet its requirement to serve all its Hispanic LEP pupils through bilingually certified teachers only if it is prepared to:

- transfer students to schools where they can be provided bilingually certified teachers.
- move certified teachers to schools as the need arises.
- move certified teachers within schools so that the appropriate grade levels are covered.



Amanda Hale Graham

It may be possible for the District to do all of these. However, the resulting "musical chairs" will not be without repercussions:

- Morale among bilingual teachers may plummet since they may be transferred at a moment's notice.
- Principals may balk at the Central Office interference that reassigns teaching personnel to instructional grade levels and breaks up teacher assignment plans with teacher transfers.
- LEP students and their parents may not cooperate with transfers from the home school to a school with appropriately certified bilingual teachers.

CHANGES IN THE WIND

Ever shifting requirements have been a hallmark of the Austin Bilingual Program. In the past, mismatches in the State and Federal guidelines as well as yearly changes in the requirements at either or both State and Federal levels have set the stage for confusion that has made the development and implementation of a consistent, understandable, and cohesive program virtually impossible to attain. For the first time in years, State and Federal guidelines for bilingual education may match and remain stable for the forthcoming year. This pheonmenon is due to negotiations between the Office for Civil Rights and the Texas Education Agency to match requirements and to the new Texas Bilingual Law (S.B. 477§2, Acts of the 67th Legislature) designed to meet most of the requirements of Judge Justice's federal court order.

In this interlude of relative calm and quiet it seems inappropriate to suggest even minor adjustments to the guidelines. Nevertheless, there are some adjustments that are in order if we are to avoid new pitfalls and wastefulness in appropriating District resources. Two issues are addressed in the subsequent parts of this section:

- What Are the Implications of the New LEP Exit Criteria?
- Is Unnecessary Testing Occurring in the LEP Exiting Process?

These issues relate directly to specifications within the State law and must be eventually addressed by the Texas legislature.

WHAT ARE THE IMPLICATIONS OF THE NEW LEP EXIT CRITERIA?

Perhaps the most dramatic change in the Local/State Bilingual Program during the past year was the change in criteria that made exiting LEP status substantially easier for all elementary children, especially those at the kindergarten and first grade levels. As a result of the new criteria, *nearly five times the number of children were identified as either eligible or potentially eligible to exit LEP status* than were identified by the exit process the year before. Figure 10 illustrates the situation. Since children who exit must be reassessed for two subsequent years to assure that exiting was appropriate, *many of these children will reenter LEP status* at the end of second grade, the time when more stringent criteria are applied.

The continuing process of entering, exiting, and then reentering LEP status for a substantial number of children will undoubtedly be a source of frustration for the children, their parents and the District. Thus, *action at the State level to make exit criteria more comparable across the grades is essential.*

GRADES	K	1-6	7-8	9-12
YEAR 1981-82				
READY TO EXIT	131	354	8	18
NEED LPAC DECISION	NA	346	23	23
TOTAL	131	700	31	41
**				
YEAR 1980-81				
READY TO EXIT	0	83	3	7
NEEDING ORAL LANGUAGE TEST	0	88	0	3
TOTAL	0	171	3	10

Figure 10: COUNT OF PUPILS READY OR POTENTIALLY READY TO EXIT LEP STATUS.

IS UNNECESSARY TESTING OCCURRING IN THE LEP EXITING PROCESS?

According to the State bilingual regulations, an oral language proficiency test and the reading and language arts subsections of a State approved standardized achievement test must be administered to all LEP pupils at the end of the school year. The testing is used to determine which students are eligible to exit LEP status and its associated programs.

The achievement test requirement is met through the regular districtwide testing. Results from these tests indicate that more than 60% of the LEP children will remain LEP no matter what score they obtain on the oral language proficiency test. Thus, *60% of the LEP pupils will be tested with the oral language proficiency test unnecessarily.* Not only is student instructional time lost but substantial personnel and other resources must be committed to unnecessary and expensive one-on-one oral language testing. Unfortunately, the State bilingual law and its associated regulations will have to change to rectify this problem.

WHAT CAN WE LEARN FROM THIS YEAR'S EVALUATION?

The major conclusions from this year's evaluation are highlighted above. The following is a reiteration of those findings:

- Gains for second and third grade LEP students in reading and language were greater for those participating in the Title I Program than for those who did not.
- The new State bilingual law and regulations specify procedures to be carried out by local districts that will result in many kindergarten and first grade children entering, exiting, and reentering LEP status.
- Due to the new LEP exit criteria, the number of Hispanic LEP pupils will decrease to about 1,700.
- The number of bilingually certified teachers employed by the District is marginal if all Hispanic LEP are to be provided bilingual instruction.
- LEP pupils at low pupil/teacher ratio (LP/TR) schools did not outperform LEP students in the regular program. In fact second grade LEP students in the regular program outperformed their LP/TR counterparts in reading, language, and math.
- In comparison to last year, LEP pupil performance is generally down in reading, but up in language and math.

81.30
(81.10)

ABSTRACT

Title: Bilingual Teacher Perceptions (Brochure)

Contact Person: Jonathan Curtis

No. Pages: 8

Summary:

This brochure identifies for the 1980-81 school year the most highly sought support services and the greatest need for inservice as perceived by the Bilingual Program teachers.

81.30
(81.13)

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: Local/State Bilingual 1981-82

Contact Person: Jonathan Curtis

No. Pages: 15

Summary:

The Evaluation Design is a one-year plan of evaluation work for this project. It provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used.

The primary focus of the evaluation is on the academic achievement of students who have been provided instructional services by the Local/State Bilingual Program. Particular emphasis is placed on the areas associated with language development.

LEP procedures review and program characteristics represent secondary interests addressed by the Evaluation Design. These topics are incorporated in the design to provide a basis for increased efficiency and relevance of the program and its associated procedures.

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Final Technical Report

ABSTRACT

Title: FINAL TECHNICAL REPORT: 1982-1983 Local/State Bilingual Project

Contact Person: Jonathan Curtis

No. Pages: 133

Summary:

The Final Technical Report consists of six appendices. Each appendix reports on the information collected by a specific data collection measure.

Each appendix contains:

- An instrument description
- Purpose on the measure
- Procedures used to collect the data
- Summary of the results
- Tables and figures presenting the data

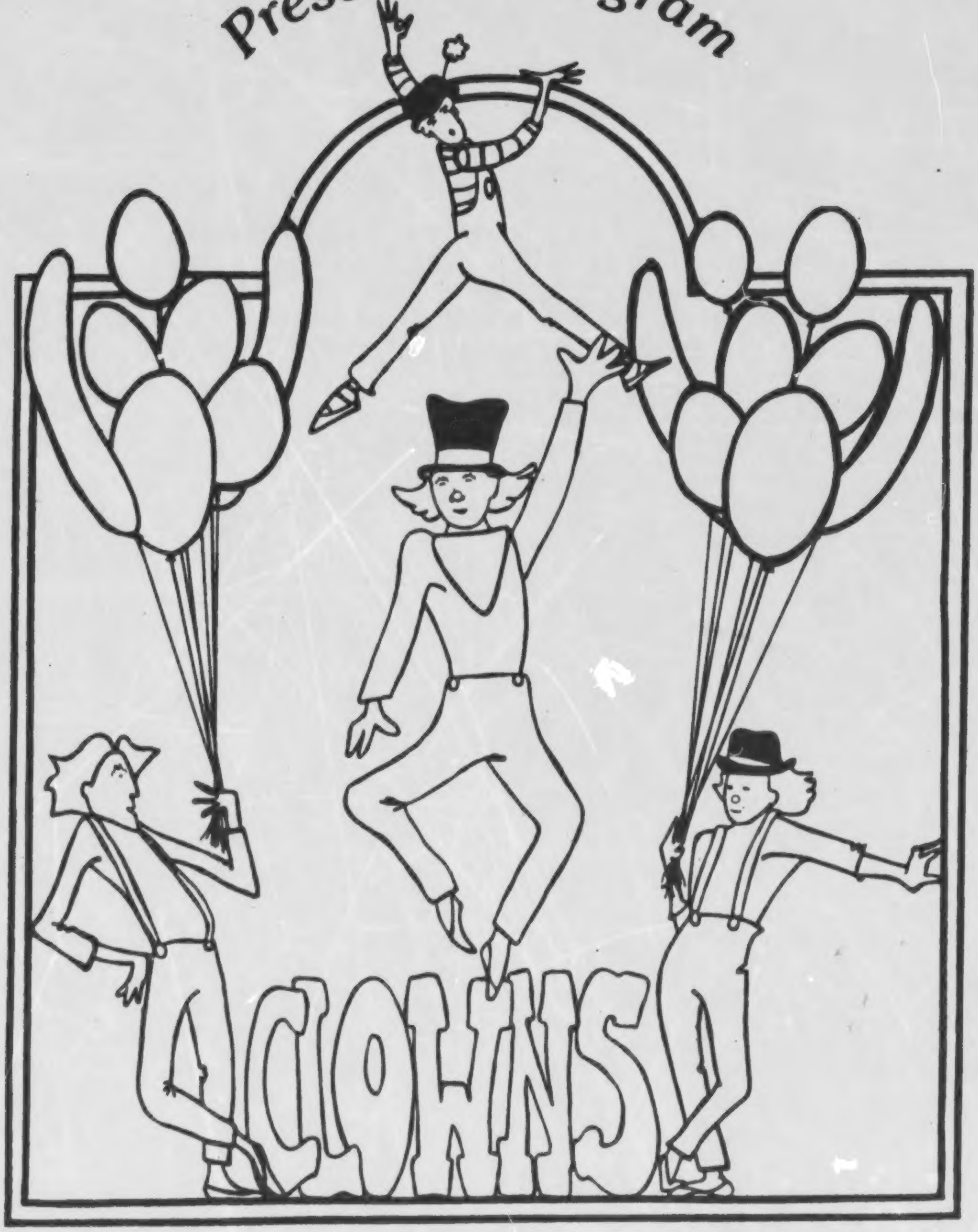
This Technical Report contains the following appendices:

Appendix A: PAL Oral Language Dominance Measure
Appendix B: Iowa Tests of Basic Skills
Appendix C: Spanish Reading Test (Prueba de Lectura)
Appendix D: Language Assessment Battery
Appendix E: Potential Policy Changes in LEP Procedures
Appendix F: Masterfile of LEP Students

XVII

Title VII

Preschool Program



Meredith Musick
Anderson High School

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FINAL REPORT

Project Title: Title VII Bilingual Preschool Project

Contact Persons: Martin Arocena, Jonathan J. Curtis

Major Positive Findings:

1. Results from the Peabody Picture Vocabulary Test (Revised) (PPVT) showed that the English vocabulary of Title VII participants significantly improved.
2. Title VII prekindergarten students whose scores on the pretest were in the middle range made better gains than those in Title I Migrant's prekindergarten.
3. The scores of a Title VII Preschool class were compared with those attained by a control group of LEP children of similar background, from the same community who did not attend prekindergarten. The participants of the Title VII preschool attained a higher and significantly different average standard score.
4. Parents who answered the Spanish version of the parent's questionnaire said that the most important thing their child learned in school was English.
5. All six Title VII Preschool Bilingual teachers felt the inservices were beneficial to them. The most frequent reason this was true was that new/better ideas were obtained.

Major Findings Requiring Action

1. Title VII Preschool students who were low scorers on the PPVT pretest did not gain as much as comparable Title I Migrant and Title I Prekindergarten students.
2. Teachers who reported using two sets of instructional materials, Bilingual Early Childhood Program (BECP) and the AISD Prekindergarten Curriculum as their main sources, obtained greater gains than those who only used the BECP.

Evaluation Summary:

The following is a description of the nature of the Program and a summary of the major evaluation findings for the 1981-82 school year, the second year of operation for the Title VII Bilingual Preschool. The results are presented by program component. They are presented in greater detail in the 1981-82 Title VII Bilingual Preschool Project Technical Report, Publication No. 81.72. The Project's components were:

- instruction and curriculum,
- parental involvement, and
- teacher inservice training.

DESCRIPTION OF THE PROGRAM

WHAT IS THE PURPOSE OF THE TITLE VII BILINGUAL PRESCHOOL PROJECT?

The Title VII Bilingual Preschool Project was implemented in six AISD schools (Allan, Allison, Becker, Brooke, Govalle and Sanchez) during the 1981-82 school year. Its purpose is to develop a demonstration program that serves the needs of children who are identified as limited English proficient (LEP) and who come from low income families.

There was one class per school and each one contained eighteen children, three of whom were non-LEP. It was anticipated that the three non-LEP children would serve as English-speaking models for their LEP peers. Instruction was provided in English and/or Spanish as needed, by bilingual teachers.

WHAT WERE THE PROGRAM'S OBJECTIVES?

The objectives of the Program were:

1a. Project students will attain a higher level of skill in language (as measured by the PPVT or another similar instrument) and concept development (as measured by the BOEHM) than a comparable group of non-project students.

1b. The students will be provided structured instruction for at least 50% of the school day. (The remainder of the day may be spent in non-structured learning, rest period, restroom visits, etc.)

1c. Language instruction in both English and Spanish will be provided daily for project participants.

2a. Teachers will attain new levels of competence in the areas where training is provided as evidenced by pre- and post measures associated with each formal training session.

2b. During each school year, project teachers will be provided at least four days of formal inservice training.

2c. During each summer of the project, teachers will be provided at least 3 days of intensive formal inservice training addressing needs defined by the teachers themselves.

3a. Performance objectives cannot be applied directly to parents without creating undue anxiety and resistance. The idea is to get parents participating and interested and to reinforce them for participation.

3b. Outside the school setting, parents will conduct each school week at least two one-quarter hour lessons for their child participating in the project. (These lessons are to be prepared in advance by the project staff.) Responsibility for conducting these lessons will begin within one month of joining the project's involvement component.

3c. By the second month of the second year at least 50% of the project students will have parents participating in the parental involvement component of the project.

HOW WERE PARTICIPANTS SELECTED?

After their recruitment, applicants were tested with the Primary Acquisition of Language Test (PAL) in English and Spanish. Those who indicated Spanish as their response on at least one item on the home language survey and scored 79 or less on the English PAL were considered LEP and therefore qualified applicants. Participants of the Title VII Program were randomly selected from that pool of qualified applicants. The non-LEP children selected were those with the highest scores on the English PAL test.

IS THERE A DIFFERENCE BETWEEN TITLE VII PRESCHOOL AND OTHER DISTRICT PREKINDERGARTEN PROGRAMS?

Yes. There are two other prekindergarten programs in AISD: Title I and Title I Migrant. The major differences among them are:

- the criteria for admission,
- Title VII Preschool is a bilingual program while the others are not,
- Title VII has a parental component, and
- Variations in the sets of instructional materials used.

Title I serves children from lower socioeconomic strata but not necessarily LEP or Spanish monolinguals. Title I Migrant serves only children whose parents are migrants. The qualifications for Title VII are stated above. Title VII implements several activities to involve parents in the education of their children. A more detailed description is provided in a later section.

Title I and Migrant used the AISD Prekindergarten Curriculum and its associated instructional materials. Title VII, instead, implemented the activities and units provided by the Bilingual Early Childhood Program (BECP) instructional materials as the core of their instructional program.

INSTRUCTION AND CURRICULUM

DID THE TITLE VII PRESCHOOL MEET ITS ACHIEVEMENT OBJECTIVES?

Yes. Results from the PPVT-R indicate that English language skills improved. A comparison of pre- and posttest results indicate that the Program attained an average standard score gain of 8.27. Furthermore, the comparison of one of the Title VII Preschool classes (Sanchez) with a control group showed that the English vocabulary of the Program's participants was greater than that of the control group. The difference may be attributed to the program's effect.

Figure 1 presents graphically a comparison of pre- and posttest standard score averages.

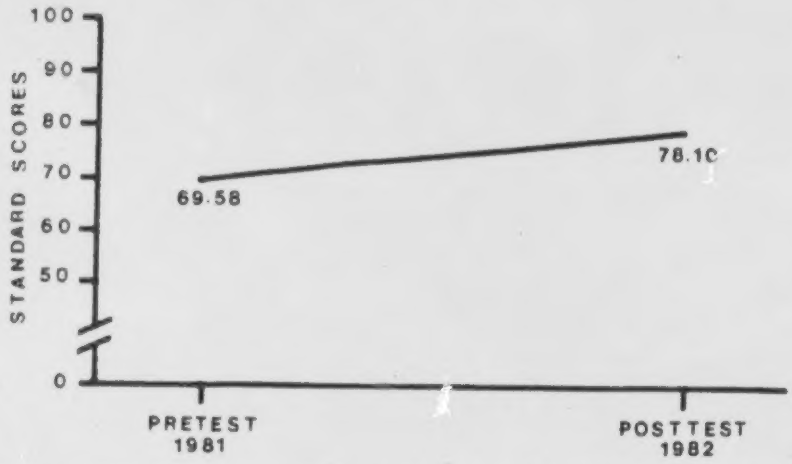


Figure 1. COMPARISON OF PRE- TO POSTTEST SCORES IN ENGLISH.

There were also gains in Spanish. The Program attained an average gain of 3.34. A t-test of the pre- to posttest gain was signficant at the α=.05 level.

However, Spanish achievement cannot be attributed unequivocally to the Project. A comparison between a Title VII class and a control group did not show significant differences.

WHO PROVIDED THE INSTRUCTION?

Instruction was provided principally by bilingually certified teachers in collaboration with a teacher aide and occasionally others such as music teachers, P.E. teachers, librarians, and substitute teachers. During this year one of the Title VII classes was different from the others in that two prekindergarten teachers taught as a team. At Allison Elementary, children were taught by the Title VII teacher and also by the Title I Migrant teacher.

WAS THERE DUAL LANGUAGE INSTRUCTION?

Yes. The predominant language of instruction was English. However, Spanish was also used to provide instruction primarily to those children who were essentially Spanish monolinguals. All teachers divided their classes into groups. These groups were formed mostly according to language ability. The groups followed a rotational pattern where one group of children would be instructed by the teacher, another by the aide, and the third group would be working independently in one of the learning centers. The teacher and aide taught each group in the dominant language of each particular group. Figure 2 shows average time of structured instruction according to language of instruction for each of the groups observed during classroom observations.

Group	No. of children observed	Total Average	AVERAGE STRUCTURED INSTRUCTION IN: English	Spanish	Both*	Non-Verbal
Spanish Dominant	8	83.75m	40.5 min. (48.3%)	26.25 min. (31.3%)	15.62 min. (18.6%)	1.37 min. (1.6%)
Low Eng. and Low Spanish	8	76.57m	60.87 min. (79.4%)	11.42 min. (14.9%)	2.57 min. (3.3%)	1.71 min. (2.2%)
English Dominant	5	76.20m	55.4 min. (80.0%)	18.5 min. (17.3%)	1.00 min. (1.4%)	1.30 min. (1.1%)

*Observer hears two languages during a minute.

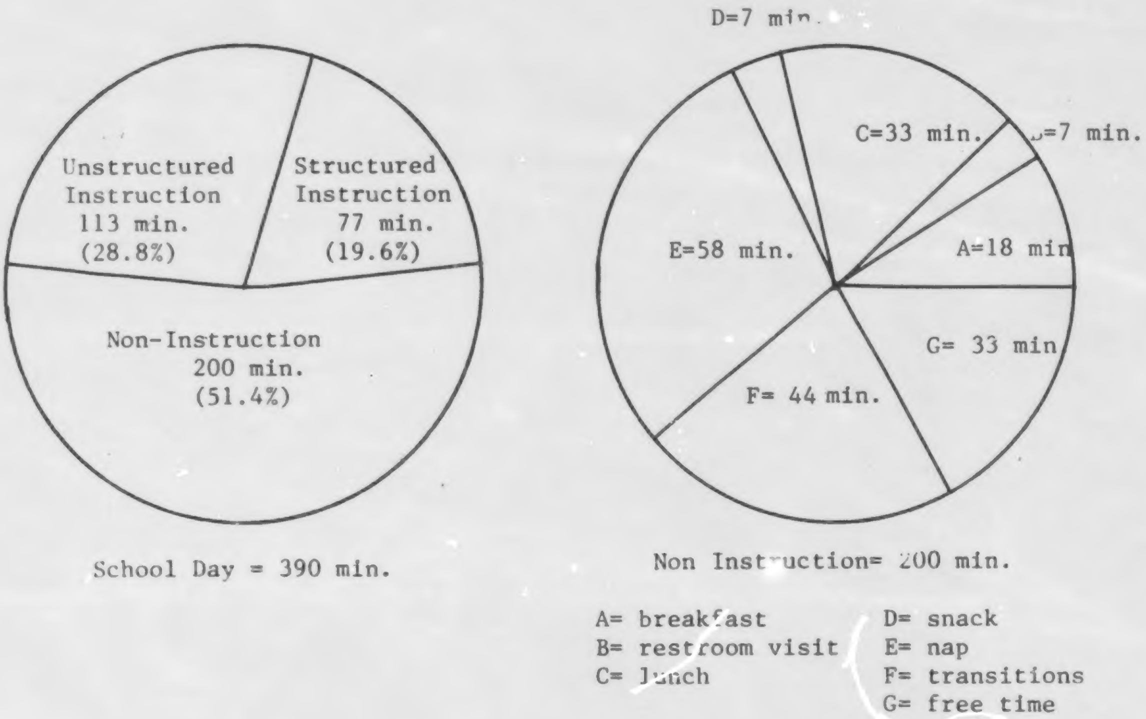
FIGURE 2. DUAL LANGUAGE INSTRUCTION OBSERVED DURING STRUCTURED INSTRUCTION.

IN WHAT ACTIVITIES DID THE CHILDREN SPEND THEIR SCHOOL DAY?

The school day for the Title VII Preschool Project's participants lasted 390 minutes per day during a five day week. Classroom observations showed that the average time spent in instruction was 48.47% (190/390) of the school day. The remaining time, 51.42% (200/290) of the school day was dedicated to non-instructional activities.

For anlysis purposes, instruction was subdivided into structured and unstructured instruction. The first one refers to instructional activities which are prescribed by the core instructional materials. Unstructured instruction includes activities used by the teacher to reinforce the core instructional materials' units and/or other activities. From classroom observations, it was learned that on the average 19.6% (77/390) was used for structured instruction while 28.8% (113/390) was used for unstructured instruction.

Non-instructional activities included breakfast, lunch, a nap, a short snack, restroom visits and also time for free play on the school's playground. Figure 3 shows the distribution of time during the school day, and also a breakdown of time used for the various non-instructional activities.



School Day = 390 min.

Non Instruction= 200 min.

FIGURE 3. DISTRIBUTION OF TIME ACCORDING TO ACTIVITIES.

The instructional activities were oriented toward improvement and development of the following areas:

- vocabulary and concepts,
- English syntax,
- visual,auditory and motor skills.

WHAT INSTRUCTIONAL MATERIALS WERE UTILIZED?

During the 1981-82 school year, Title VII teachers implemented the instructional activities and materials prescribed by the Bilingual Early Childhood Program. While the BECP was the main source of instructional materials, teachers also used other sources to complement their instruction such as the Peabody Kit, Barufaldi, and AISD Prekindergarten materials, as well as teacher developed materials. Since one of the goals of the Project is to find instructional materials that will serve efficiently and effectively the LEP students of the District, some flexibility in the choice of instrucional materials was allowed.

From the teacher interview it was found that two teachers reported using both BECP and AISD Prekindergarten materials in combination. One teacher taught all units from both sources. The second teacher did not teach the AISD materials herself, however, her team teacher utilized AISD materials. The PPVT-R average gains for the schools that used BECP and AISD, were higher than the other schools. This finding would suggest that future research should consider the effects of these materials when used in combination.

PARENTAL INVOLVEMENT

TO WHAT EXTENT AND HOW WERE PARENTS INVOLVED IN THE PROGRAM?

Parental involvement is considered a major goal of the Title VII Bilingual Preschool. The Program operates under the principle that parents' complementing and reinforcing what is learned at school is a desirable activity. To fulfill this goal the following two activities were implemented:

- Parenting Seminars,
- At-Home Activities.

WHAT ARE THE PARENTING SEMINARS?

Parenting seminars are meetings where parents of the participating children meet with the instructional coordinator, the community representative, and occassional guest speakers. During these sessions, ideas on how to provide informal instruction at home with inexpensive materials are taught and discussed. During 1981-82, 4 seminars were provided.

WHAT IS THE AT-HOME PROGRAM?

The At-Home Program consisted of activities to facilitate the child's learning through parent-child interaction. Every week parents received a set of instructions and materials to implement an activity reinforcing the unit being taught in class that week. Through a bilingual questionnaire sent to parents, it was found that 95.3% (82 of the 86 questionnaires received) reported that the instructions were easy to follow, two said that they were difficult, and two parents declared they had never received the material. Furthermore, to document at-home activities one activity was selected to evidence the parents' at-home participation. Parents were instructed to sprout a seed and have their children bring it to school. The seeds, potting soil and container were provided by the Project. Records were kept of the children who completed the project. This showed that 89.7% (96/107) brought the project back to class.

WHAT IS THE PARENT ADVISORY COUNCIL?

The Parent/Community Advisory Council (PAC) is an organization of parents sponsored by AISD that meets regularly throughout the school year to review the progress of Bilingual Education in the AISD. Its major goal is to keep informed of the Bilingual Education Program and to make recommendations and suggestions that lead to an improved program. Meetings are held once a month in the evenings. The PAC is not a component of the Title VII Parental Involvement Program, however, all parents are encouraged to participate, since topics are discussed that are of special interest to them. During the 1981-82 school year, some of the Title VII parents were officers of this association. The records of attendance reviewed indicate that there were seven PAC meetings during the 1981-82 school year and Title VII parents constituted, on the average, 65% of the members present.

ARE PARENTS INVOLVED IN OTHER WAYS?

An indication of further parental involvement in education by Title VII parents was provided by three principals of Title VII schools. They reported that 6 parents of the Title VII Bilingual Preschool children were serving on school committees and one parent was elected to serve as president of the school's Parent Teacher Association.

TEACHER TRAINING

HOW MANY AND WHAT WERE THE TOPICS OF THE TITLE VII INSERVICE TRAINING SESSIONS?

There were nine formal inservice training sessions provided for the Project's teachers. The topics covered were:

August 15, 1981	• New Teacher Workshop
August 19, 1981	• Three topics were discussed by guest speakers; science, language arts, and math

August 26, 1981	• Math
October 7, 1981	• Language of Instruction, Reporting to Parents
November 11, 1981	• Effective Use of Bilingual Early Childhood Program
February 10, 1982	• Assessing Pupil Progress
February 17, 1982	• Using the Instructional Aide
March 3, 1982	• Use of the Camera
April 14, 1982	• Movement Activities for the Four Year Old

In addition to this formal inservice training there were other inservices where the teachers met with the instructional coordinator on an individual basis.

WAS THE TRAINING BENEFICIAL TO THE TEACHERS?

All teachers felt the inservices were benefical to them. The most frequently reported reason was that new/better ideas were obtained.

A FEDERAL AUDIT

Only 18 school days after the Project's start, the Title VII Bilingual Preschool Project was audited by the Office of Inspector General (OIG). Its conclusions and recommendations were:

> "The demonstration project's duplication of Austin's existing federally funded preschool programs and the District's failure to implement the project as proposed violates both the intent of the grant award and the intent of the Title VII, as well as applicable Federal regulations. Because the project is not providing a complete dual language instruction program as proposed, its usefulness as a national demonstration project for other programs of bilingual education is questionable. Consequently, we recommend that the district terminate the demonstration project and refund to the Federal Government all grant funds received for the 1980-81 project year (the grant award was $281,538) and the 1981-82

> project year (Austin's grant proposal requested $288,507)." (Office of Inspector General, REVIEW OF FEDERAL BILINGUAL EDUCATION PROGRAMS AT AUSTIN INDEPENDENT SCHOOL DISTRICT, March 8, 1982, p. 4)

AISD has denied these allegations and is pursuing all procedures available to clear the District of the OIG's allegations.

WHAT HAVE BEEN THE REPERCUSSIONS OF THE OIG AUDIT?

While the case is still to be resolved, AISD's Title VII Preschool Project is already experiencing damaging consequences from the audit. First, due to the prevailing uncertainty about its continuation, five of the six teachers are not returning to the Project. Four of these teachers have had two years of experience with this Project. They were trained on the use of the BECP and the special problems of the target population. Losing these teachers will affect the Project, since untrained teachers will have to be hired. Furthermore, hiring cannot take place with enough time to plan and prepare, since hiring has been frozen by AISD for Title VII until the issues are resolved. Title VII will obviously not have the opportunity to hire the best teachers.

The Title VII Project is a project that serves the educational needs of preschool LEP students whose needs are not met by any other District programs. There are already a large number of applicants for the 1982-82 school year, should the Project continue. There are over 250 applications on file and more applicants are expected through the summer.

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Brochure

ABSTRACT

Title: ORE'S EVALUATION FINDINGS: Title VII Bilingual Pre-K Program

Contact Person: Martin Arocena

No. Pages: 14

Summary:

The purpose of this brochure was to disseminate the evaluation findings of the Title VII Preschool Program to interested audiences. The document is a summary of the findings reported in the Title VII Evaluation Findings of 1980-81.

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ABSTRACT

Title: EVALUATION DESIGN: 1981-1982 Title VII Bilingual Preschool

Contact Persons: Martin Arocena, Jonathan Curtis

No. Pages: 16

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I.	Evaluation Design Review Form	This chapter presents the names of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
II.	Narrative Summary A. Program Summary B. Evaluation	This chapter briefly describes the project and the evaluation activities tied to the project.
III.	Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
IV.	Information Needs A. Needs B. Overview	Here the evaluator specifies other information needs that are not included in the decision question section. This may include information required for annual TEA reports, applications, interim reports, etc.
V.	Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the person receiving the information.

VI.	Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and tha analysis techniques are listed.
VII.	Data to be Collected	This is a timeline for the collection of data in the schools.
VIII.	Evaluation Time Resources Allocation Resources	This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary

Evaluation of the 1981-82 Title VII Preschool Bilingual Project involves the following activities:

a) The production of a final report and a technical report which present information and documentation relevant to the decision questions.

b) The dissemination of evaluation information to district personnel.

Scope of Design:

4	Decision questions
5	Information need questions
23	Evaluation questions

Evaluation Resources Required (in person-days)

10	Director
35	Senior Evaluator
131	Evaluator
37	Secretary

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Technical Report

ABSTRACT

Title: TECHNICAL REPORT: 1981-82 ESEA Title VII Pre-K Project

Contact Persons: Martin Arocena, Jonathan Curtis

No. Pages: 56

Summary:

This is the accompanying document to the ESEA Title VII Bilingual Program 1981-82 Final Report (see Final Report in this volume).

The Technical Report consists of seven appendices. Each appendix reports the information collected by a specific collection measure.

When appropriate the appendices contain:

- An instrument description
- Purpose of the measure
- Procedures used to collect and analyze the data
- Summary of results
- Tables and figures presenting the data
- Copies of computer output from the analyses

This Technical Report contains the following appendices:

Appendix A: Peabody Picture Vocabulary Test
Appendix B: Peabody Picture Vocabulary Test, Spanish Version
Appendix C: Classroom Observation
Appendix D: Iowa Test of Basic Skills
Appendix E: Parent's Questionnaire
Appendix F: Pre-K Teacher's Interview
Appendix G: Records from the Project Coordinator's Office

Information in these appendices is summarized in the Final Report for this project.

XVIII. State Compensatory Education

Sandy Segura
Lanier High School

FINAL REPORT

Project Title: State Compensatory Education

Contact Persons: Evangelina Mangino, Glynn Ligon

Major Positive Finding:

SCE provided funds for counseling and instructional services which otherwise would not have been available.

Major Findings Requiring Action:

1. For the second year in a row, students served by an SCE teacher made generally lower achievement gains than comparable students who were not served. 1981-82 results were mixed for reading skills, but in favor of the non-SCE students at every grade for language and math skills.
2. Attendance in secondary-level writing labs has had no noticeable effects on student achievement test scores.
3. The writing labs did not have eligibility criteria, and in order to serve low achievers more, as is the intention of SCE, criteria must be set.
4. There is a lack of instructional coordination of the SCE elementary teachers.

HOW EFFECTIVE WAS THE SCE ELEMENTARY INSTRUCTIONAL COMPONENT?

A total of 23 teachers, seven of whom were bilingual, provided instruction to students at or below the 30th percentile in reading, language arts, or math. Each SCE teacher was expected to serve a minimum of 40 students per day.

Services provided:

- 947 students (51.1% of eligible students) in grades kindergarten through six were served in reading/language arts by 23 SCE teachers.
- 318 students (17.7% of eligible students) in grades kindergarten through six were served in mathematics by 10 SCE teachers. Thirteen SCE teachers did not report having provided any math instruction.

- 281 limited-English-proficient (LEP) students, including all categories from English monolingual to monolingual in a language other than English, were served by bilingually certified teachers.
- The 16 nonbilingual SCE teachers served an average of 42 students per day.
- The seven bilingual SCE teachers served an average of 40 students per day.
- 18 teachers served 693 students in reading/language arts and 241 students in mathematics in a "self-contained/resource room" (students received some reading/language arts and math instruction in the regular classroom and additional instruction in the SCE classroom).
- 2 teachers served 98 students in reading/language arts and 51 students in math in a "team-teaching situation" (SCE planned and implemented instruction along with the regular classroom teacher).
- 3 teachers served 156 students in reading/language arts and 53 students in math in an "open-space classroom" (SCE teacher worked with SCE students in the regular classroom while the regular classroom teacher worked with the rest of the students).

Teaching mode:

- 73% of the students received instruction from SCE teachers in a self-contained/resource room (pull-out) situation.
- 10% of the students received instruction from SCE teachers in a team-teaching situation.
- 16% of the students received instruction from SCE teachers in an open-space classroom.

Achievement gains:

- The achievement gains of students served by an SCE teacher were generally smaller than the gains of other low achievers who were not served.

  Reading:
  - In grades 4 and 6, the very lowest achievers gained more if they were served by SCE, but the relatively better low achievers gained more if they were not served.
  - In grade 3, the students served by SCE gained more.
  - In grades 2 and 5, the students not served by SCE gained more.

Language Arts:
- In all grades, the students not served by SCE gained more.

Math:
- In all grades, the students not served by SCE gained more.

The students served by an SCE teacher were compared to those who were eligible for services on an SCE campus but who were not served. A pretest score at or below the 30th percentile on any one of the ITBS Language Total, Reading Total, or Math Total in April 1981 made a student eligible for SCE services. Analyses of achievement gains for the 81-82 school year showed a trend of larger gains for those students not served. Even if the SCE students who were served differed in ways other than achievement from those not served, the SCE services appear to have failed to make up for those differences.

WHAT SERVICES WERE PROVIDED BY THE ELEMENTARY GUIDANCE AND COUNSELING COMPONENTS?

Thirty-three counselors served 39 elementary schools. Twenty-nine and a half of these positions were funded 25% out of SCE funds. Since there were only 10 AISD counselors who were not partially funded by SCE, the counseling and guidance coordinator and the counseling steering committee determined that all elementary counselors would keep the same records, regardless of funding source. Thus, the results presented here include 32 counselors at 37 schools (one counselor serving two schools retired before the end of the year, leaving AISD without turning in her records).

Services provided:

- 13,491 students in grades kindergarten through six received counseling services (an average of 435 students per counselor).
- 64% of the students at or below the 30th percentile in reading, language arts, and/or mathematics (ITBS 1981), in schools with an SCE-funded counselor, received counseling services.
- Guidance and counseling services were provided for the following reasons:

Reason for Counseling	Number of Students	Average Visits Per Student
Academic	4,108	3.0
Developmental/Preventive	10,104	5.5
Behavior/Intervention	4,328	4.4
Attendance	280	2.7
Health/Family	1,955	2.5

- Guidance and counseling services were rendered in the following ways:

Type of Intervention	Number of Students	Average Visits Per Student
Individual Counseling	5,618	4.8
Small-Group Counseling	10,043	6.2
Intervention with Teacher	7,218	4.4
Consulting with Other AISD Staff	2,345	5.3
Referral to Another Agency	493	2.2
Session with Parent	3,022	2.3

HOW EFFECTIVE WERE THE WRITING COMPOSITION LABORATORIES?

Eight writing lab instructors, out of a total of 12, and a writing lab project specialist were funded by SCE to maintain or establish writing labs. Four of the labs were locally funded. The 12 writing labs were at the following locations:

Location	Funding Source
Bedichek	SCE
Burnet	SCE
Dobie	SCE
Martin	SCE
Pearce	Local
Porter	Local
Anderson	SCE
Austin	Local
LBJ (Johnson)	SCE
Johnston	Local
Reagan	SCE
Travis	SCE

Although funds were provided for instructors and materials only at the eight SCE writing labs, it was determined that all labs would keep the same records. Therefore, the results presented include all 12 writing labs.

Students served:

- In general, students attending the writing labs were not low achievers the year before they attended the labs.
  - Students served by the labs averaged approximately the same reading and language arts scores as other AISD students in 1981.
  - The percentage of students who were low achievers in 1981 (percentile ranges 1-25) was the same for the students who attended the labs and for all AISD students at the same grades.

This indicates students attending the labs were mostly average achievers. Figure 1 summarizes the average pre- and postmedians for the students attending the labs, and all students in AISD.

Grade	Year	Attendance 1-3 Median %ile Reading	Attendance 1-3 Median %ile Language	Attendance 4-10 Median %ile Reading	Attendance 4-10 Median %ile Language	Attendance 11+ Median %ile Reading	Attendance 11+ Median %ile Language	Matched Group Median %ile Reading	Matched Group Median %ile Language	All Students Median %ile Reading	All Students Median %ile Language
7	1981	59	61	51	55	50	55	56	60	57	60
	1982	58	65	52	61	50	60	56	63	54	62
8	1981	55	62	48	54	65	68	55	61	52	57
	1982	54	65	49	57	61	71	55	64	54	62
10	1981	54	58 *	52	56 *	51	50 *	59	60 *	52	50 *
	1982	53	60	47	59	48	55	54	62	51	59
11	1981	45	50 *	55	61 *	56	67 *	55	60 *	49	53 *
	1982	46	55	54	71	57	76	53	70	52	67
12	1981	50	62 *	51	57 *	53	63 *	54	69 *	51	61 *
	1982	49	63	50	60	55	73	51	69	50	66

Figure 1. MEDIAN SCORES FOR 1981 AND 1982 FOR STUDENTS ATTENDING THE WRITING LABS, THE DISTRICT MATCHED SAMPLE, AND THE DISTRICT AS A WHOLE. Attendance 1-3, 4-10, and 11+ indicate the number of times a student attended the lab. Scores for grades seven and eight are ITBS and for grades 10, 11, and 12 are STEP.

* Language scores for grades 10, 11, and 12 are STEP English Expression for 1981 and Mechanics of Writing for 1982.

- 12 lab instructors provided services to approximately 11,000 junior high and high school students with the service distribution shown in Figure 2.

Purpose of Visits	Number of Visits Per Student 1	2	3	4	5	6+	Number of Students	Average Visits Per Student
Paragraph writing	2439	1279	723	452	232	686	5811	3.2
Essay writing	1563	755	781	318	247	636	4300	3.1
Research paper	575	491	449	160	93	311	2079	3.6
Letter writing	213	375	36	37	0	3	664	1.9
Free writing	1099	755	142	48	23	64	2131	1.8
Grammar/usage	835	451	177	87	30	102	1682	2.3
Mechanics	711	325	222	73	55	90	1476	2.4
Independent study	218	36	25	23	23	187	512	6.9
ESOL	23	25	2	5	14	54	123	8.8
Other	1704	668	579	222	95	267	3535	2.6

Figure 2. WRITING LABS SERVICE DISTRIBUTION BY PURPOSE AND NUMBER OF VISITS PER STUDENT, 1981-1982.

Achievement gains:

Achievement gains for the writing labs were measured indirectly through reading scores (grades 7 and 8 ITBS Reading Total and grades 10, 11, and 12 STEP Reading) and language scores (grades 7 and 8 ITBS Language Total and grades 10, 11, and 12 STEP English Expression in 1981 and Mechanics of Writing in 1982). Comparisons need to be made with caution in language arts for grades 10, 11, and 12 since the subtest given was different each year.

In Figure 1, the median scores for 1981 and 1982 for students who attended the writing labs are compared with those for the District. A review of these scores does not reveal a relationship between achievement gains and attendance in the lab.

HOW EFFECTIVE WAS THE TRANSITIONAL BILINGUAL EDUCATION (TBE) COMPONENT?

Four Transitional Bilingual Education teachers and a bilingual coordinator served Spanish-dominant, limited-English-proficient (LEP) students at Fulmore, Martin, and Pearce Junior High Schools. There was also a bilingual aide available for the TBE program.

Services provided:

Staff development activities for English for Speakers of Other Languages (ESOL) instruction for TBE teachers were funded by SCE. Students in the TBE program were provided transportation when necessary and were to receive four hours of instruction per day in math, reading, science, and ESOL by the TBE teachers.

- 73 TBE-eligible students were served by TBE instructors (90% of the eligible students) at three junior high schools.
- 13 Language Response Program (LRP)-eligible students and one ESOL-eligible student were served by TBE instructors at the three junior high schools.

Achievement gains:

The use of standardized achievement data (ITBS) to assess the gains made by the students in the TBE program was not possible because of the low number of students in the program with scores for 1981 and 1982. Although 73 (90%) TBE-eligible students were reported as being served only 34 of them had Language Assessment Battery (LAB) scores for fall 1981 and spring 1982. The Technical Report for Local/State Bilingual, 1982 (ORE publication 81.44) examines the performance of the TBE students and compares it to the performance of the other Hispanic LEP students in the same grade. This comparison must be viewed with caution because of the small number of students included and because, by definition, the populations and their achievement (1981) were different to begin with.

The Technical Report indicates that:

- Students served by TBE are performing at a lower level than the non-TBE (English-dominant and balanced-bilingual) LEP students.

- Students served by SCE are closing the gap between themselves and their non-TBE peers. This suggests that the TBE program may be effective since the TBE students outgained the non-TBE students by about 10 raw score points and eight points respectively for grades seven and eight in the LAB. However, these gains cannot be associated unequivocally with the TBE program since there is not an adequate comparison group.

WHAT OTHER SERVICES WERE SUPPORTED BY SCE FUNDS?

Component: Planning

The Planning Component consisted of one Planner and support services, funded by SCE. Although it was initially proposed that the Planner would play a coordinating role for the overall SCE program, changes in personnel resulted in changes of responsibilities assigned to the Planner. From November 1981 on, only indirect services were provided to the SCE Program by the Planner.

Services provided:

- Coordinated 38 locally funded pilot projects (not all of which were directly related to SCE).

- Reviewed and disseminated information concerning programs relevant to educationally disadvantaged students.

- Reviewed SCE budget.

- Reviewed recommendations concerning SCE funds to be transferred to Region XIII ESC (the proposal to transfer funds was rejected).

Component: Junior High School Summer Program

During the summer of 1982, a summer school program funded through SCE monies was held on the campus of Fulmore Junior High School. The SCE funds provided for:

- 20 teachers and one coordinator,
- Staff development,
- Student transportation,
- Support services.

The purpose of the summer school program was to provide remedial instruction in the areas of writing (composition), reading, and mathematics to students who had failed the seventh or the eighth grade. An additional purpose was to provide retained students with the opportunity to earn the number of points required for promotion to the next grade.

A separate evaluation report will analyze the services provided and the extent to which the purposes were met.

Component: Texas Hill Country Writing Project

The Texas Hill Country Writing Project consisted of funding for 24 teachers (12 elementary and 12 secondary) to attend training sessions at the University of Texas. The teachers completing the Texas Hill Country Writing Project will in turn offer in-service training for teachers in AISD who wish to increase their own writing skills, as well as acquire new ideas and techniques for teaching writing to elementary and secondary students.

Services provided:

- 7 secondary teachers and 11 elementary teachers completed the program.

In 1980-81, 14 teachers completed the program and provided training for over 400 teachers in the summer of 1981.

Component: TABS

The Texas Assessment of Basic Skills (TABS) Component included the SCE Evaluator (and support services) who served as district coordinator and acted as liaison with the Texas Education Agency (TEA) on TABS-related matters.

Services provided:

- Served as the District contact person for all TABS-related communications.

- Attended district coordinators' regional training sessions.

- Worked with principals to designate school coordinators.
- Organized and conducted school coordinators' training sessions.
- Directed distribution and collection of materials in the District.
- Maintained test security
- Returned test booklets, answer documents, and related materials to designated locations.
- Interpreted results.
- Prepared Technical Report, Texas Assessment of Basic Skills (TABS) Results, Spring 1982 (ORE Publication Number 81.58).

81.30
(81.04)

Interim Report

ABSTRACT

Title: INTERIM EVALUATION REPORT: State Compensatory Education Summer School Program, 1981

Contact Person: David Wilkinson, Glynn Ligon

No. Pages: 87

Summary:

This report presents the evaluation findings for the 1981 SCE Summer School Program. It contains a description of the program, information about the data collection procedures employed in the evaluation, and a discussion of the student outcomes achieved by the program.

The most important findings contained in the report are:

1. Classroom observations found a high percentage of available time being used for instruction. This summer instruction is definitely supplementary, as contrasted with compensatory instruction during the school year which observations have shown to supplant regular instruction.

2. Including noninstructional costs, the cost of delivering instruction to students under the SCE Program during the summer was about one half of the cost of delivering instruction through SCE during the regular school year. However, the pupil/teacher ratio in the summer was twice that found during the regular term. Therefore, summer costs appear to be equivalent to regular term costs.

3. With the possible exception of mathematics at grade 8, summer school instruction did not appear to make a noticeable contribution toward overcoming the learning deficit the students had when entering summer school.

Additional findings of special interest to a program planner are:

4. Summer school lasted only 28 days. This may be too short a duration to expect significant improvements in student achievement.

5. The summer school day was about four hours long. This time period may represent too few hours of instruction per day to effect real change in student achievement.

6. Summer school was conducted in early to midsummer. Students may forget their summer learning before school begins in the fall. Also, teachers had little time to organize and prepare and, in general, "to recharge their batteries" before summer school began.

7. There were no special procedures employed in the selection of the summer school teachers. In an intensive remedial program, such as the SCE Summer School Program, it would be desirable to have a systematic procedure for selecting the teachers with the "best" characteristics for the program.

8. The standards for what constituted a D grade and what this grade meant were not clearly understood by all teachers.

9. The summer school building was not air conditioned. In the heat of summer, learning conditions for summer school students were less than optimum.

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: 1981-82 State Compensatory Education

Contact Person: Evangelina Mangino

No. Pages: 12

Summary:

The Evaluation Design is a one-year plan of evaluation work for this project. It provides a brief project and evaluation summary, the major decision questions to be addressed, other information needs, dissemination plans, and information sources to be used.

The State Compensatory Education funds are appropriated for two-year periods. The program includes several components at the elementary and secondary levels. Twenty-three elementary teachers are expected to serve 40-50 students per day. These students must be at or below the 30th percentile in language arts, reading, and/or math. Twenty-eight counselors are expected to use 25% of their time serving students at or below the 30th percentile in language arts, reading, and/or math.

Eight writing labs will provide services at junior high schools and high schools. Four transitional bilingual education teachers will serve students at three junior high schools.

A planner will play a coordinating role for the SCE program and will review and disseminate information concerning educationally disadvantaged students.

The Office of Research and Evaluation will report to TEA on the results of this evaluation during the summer of 1982.

81.30
(81.38)

Newsletter

ABSTRACT

Title: Newsletter: KEEPING TABS ON TABS

Contact Persons: Evangelina Mangino, Glynn Ligon

No. Pages: 18

Summary:

This newsletter is a six-issue publication for the school year 1981-82 which provides relevant information to the TABS building test coordinators and school principals at the appropriate times, about the 1982 Texas Assessment of Basic Skills (TABS).

- The first issue (December 14, 1981) presents the overall calendar of events for the TABS testing, and the training session schedule for test coordinators.
- Issue two (January 18, 1982) provides information concerning the initial TABS materials received by the coordinators (i.e., setting up TABS schedules).
- Issue three (February 1982), prepared after four school-coordinator training sessions, provides information and reminders that address the questions at the training sessions. This issue has two editions, e.g., an elementary edition and a secondary edition.
- Issue four (March 30, 1982) presents ORE's thanks to all school personnel involved in the administration of TABS for 1982, and the expected date for test results.
- Issue five (May 11, 1982), another two-edition publication, provides relevant information as to disseminating the 1982 TABS results.
- Finally, the last issue, number six, addresses a problem of questionnable writing sample scores in AISD.

81.30
(81.57)

Technical Report

ABSTRACT

Title: FINAL TECHNICAL REPORT: 1981-82 State Compensatory Education

Contact Persons: Evangelina Mangino, Glynn Ligon

No. Pages: 125

Summary:

This is the accompanying document to the State Compensatory Education 1981-82 Final Report included in this volume.

The Technical Report consists of eight appendices. Each appendix reports the information collected by a specific collection measure.

Each appendix contains:

An instrument description
Purpose of the measure
Procedures used to collect the data
Summary of results
Tables and figures presenting the data

This report contains the following appendices:

Appendix A	Teacher Service Report
Appendix B	Counselor Service Report
Appendix C	Writing Composition Laboratory Records
Appendix D	Transitional Bilingual Education (TBE)
Appendix E	Planner Logs
Appendix F	Language Assessment Battery (LAB)
Appendix G	Iowa Tests of Basic Skills (ITBS)
Appendix H	Sequential Tests of Educational Progress (STEP)

Information in these appendices is summarized in the Final Report for this project.

81.30
(81.58)

Technical Report

ABSTRACT

Title: TECHNICAL REPORT: Texas Assessment of Basic Skills (TABS) Results, Spring 1982

Contact Persons: Evangelina Mangino, Glynn Ligon

No. Pages: 55

Summary:

This report presents the results of the third testing cycle of the Texas Assessment of Basic Skills (TABS), a statewide basic skills test for students in grades three and five and in high school (exit level). The TABS measures basic performance objectives in mathematics, reading, and writing.

Caution must be used when interpreting comparisons across the last three years for three reasons.

- Each objective is measured by only four items, and most of these items have been changed each year.
- The writing sample exercises have changed each year along with their scoring procedures and criteria.
- Only limited technical and statewide data are available (none at this time for 1982) for comparison and analysis.

The general findings of this report are:

- From 1980 to 1982, the general trend has been upward, with the most improvement at grade three.
- Although White students still outperform Hispanic and Black students, overall, the gains for minorities were greater over the past two years than the gains for White students.
- AISD's minimum competency requirements for graduation are higher than the state-adopted minimum competency level for the TABS. AISD graduates must perform at a higher level of mastery than that required by the State for mastery on the TABS.

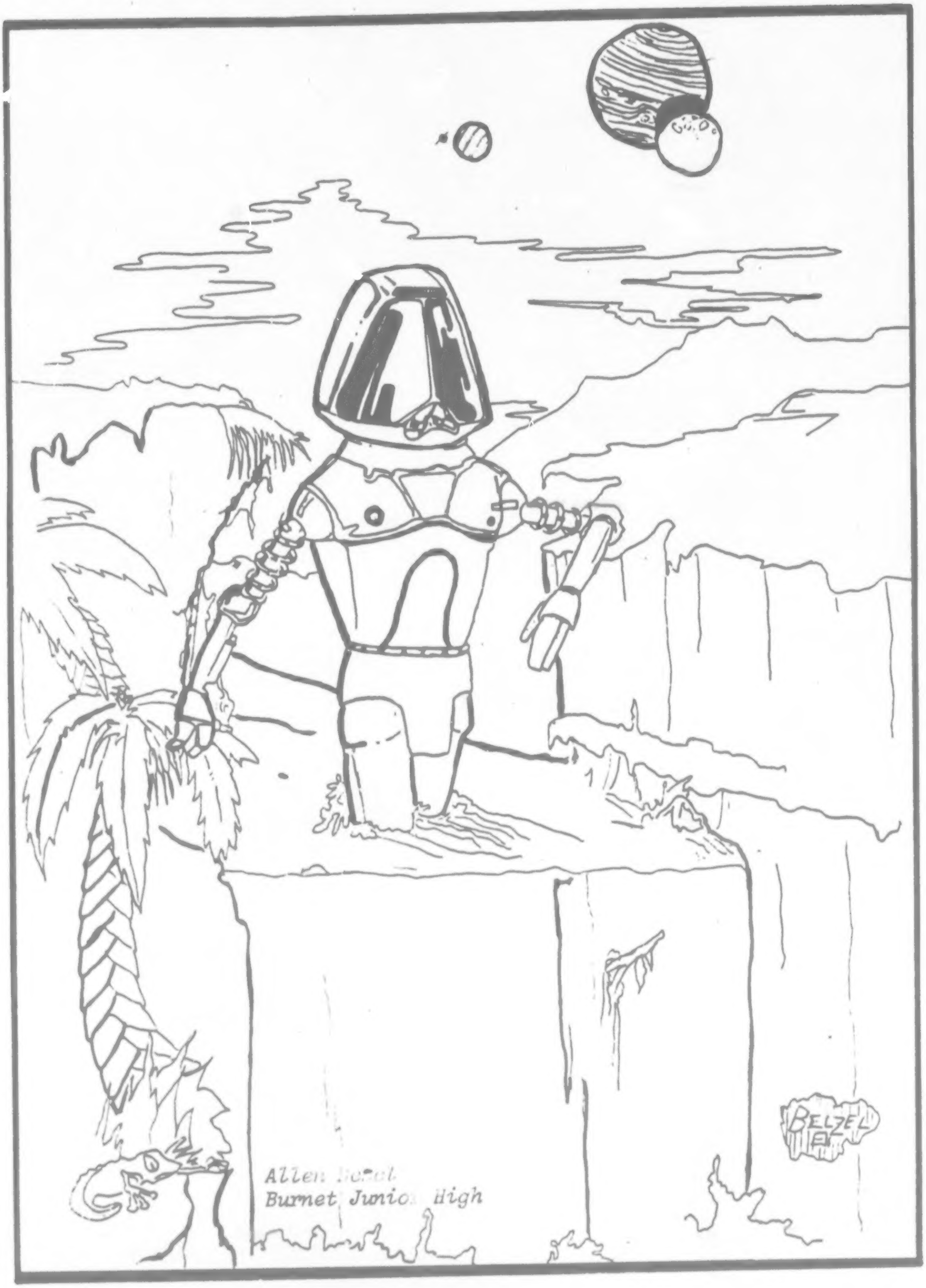
81.30
(81.58)

- The scoring of the written composition sample appears to have been unreliable from year to year. Comparisons of writing scores across years is not advisable.

This TABS report is published in two volumes.

- Summary of Spring 1982 TABS Results for AISD
- Technical Report, Texas Assessment of Basic Skills (TABS) Results, Spring 1982 (includes the summary above as well as campus summaries by grade, demographic summaries by grade, and performance summaries by ethnicity and grade).

XIX. Other ORE Publications



Allen Belzel
Burnet Junior High

81.30
(81.03)

Miscellaneous Document ABSTRACT

Title: Evaluation Findings with Considerable Validation, Locally and Nationally

Contact Persons: David Doss, Freda Holley

No. Pages: 1

Summary:

The paper lists ten evaluation findings related to student achievement, time-on-task rates, and time spent in social studies and science instruction.

Comments:

This paper was used in a principal's workshop, August 4, 1981, and was revised August 24, 1981.

81.30
(81.06)

Newsletter

ABSTRACT

Title: 1981-82 Feedback, Volume V

Contact Persons: Elaine Jackson, Freda Holley

No. Pages: 4

Summary:

This is a periodic publication of the Office of Research and Evaluation to disseminate research findings to District personnel.

Two issues were published this year.

Issue		Distribution
1	Answers from Teachers (Results of the 1980-81 Teacher Survey)	Professional and Administrative Staff
2	Now You See Them, Now You Don't (Results of the 1980-81 Former Student Questionnaire)	Secondary Teachers and Administrators

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(81.34)

Miscellaneous Document **ABSTRACT**

Title: Research by External Agencies or Individuals in the Austin Independent School District (AISD)

Contact Person: Freda M. Holley

No. Pages: 14

Summary:

This document provides information and an application for those desiring to conduct research in the Austin Independent School District. Information areas covered by this document are:

1. Who administers the procedures?
2. How is research defined?
3. What does external mean?
4. With whom does initial contact occur?
5. What are the purposes of these procedures?
6. How does someone make a research project application?
7. What happens next?
8. Who reviews applications?
9. What is the basis for decisions?
10. Who makes the decisions?
11. What happens if the proposal is rejected?
12. What happens after central administrative approval?
13. What are the requirements while the project is conducted?
14. What happens after the study?
15. Is there any way to enhance the probability of getting research approved?

81.30
(81.35)

Brochure

ABSTRACT

Title: Who Should Worry About the SAT?

Contact Persons: Elaine Jackson, Freda Holley

No. Pages: 4

Summary:

This brochure outlines why Scholastic Aptitude Test results are important to both the student and the District. Counselors and teachers who advise students should be aware that the SAT is important. The best ways for students to prepare are:

1. Taking the Preliminary SAT,
2. Working practice tests,
3. Taking the SAT more than once, and
4. Taking more math, English, foreign language, and social studies courses.

357

81.30
(81.50)

Occasional Paper **ABSTRACT**

Title: Foundations of Reporting: Or Bartlett's Guide to Evaluation Communication

Contact Person: Freda Holley

No. Pages: 9

Summary:

This paper presents the premise that the rules of good evaluation reporting are actually timeless and illustrates the point with quotations from the earliest pages of Bartlett's Familiar Quotations.

Comments:

This paper was presented at the 1982 annual meeting of the American Educational Research Association in New York, N. Y.

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81.30
(81.65)

Occasional Paper

ABSTRACT

Title: The Formal Communicating of Evaluation Results to Board of Education Members

Contact Person: Freda Holley

No. Pages: 6

Summary:

Communicating research and evaluation results in such a way that they are used to improve education is essential and one of the most important audiences for this communication is the Board of Education. This paper presents axioms of reporting that should be considered when presentations are prepared.

Comments:

This paper was presented at the 1982 annual meeting of the American Educational Research Association in New York, N. Y.

81.30
(81.75)

Occasional Paper

ABSTRACT

Title: Why Do They Leave? Where Do They Go?: A Survey of Resigning and Retiring Professionals

Contact Persons: Elaine Jackson, Patsy Totusek

No. Pages: 4

Summary:

This short summary was prepared for the Office of Staff Personnel, from responses of a sample of resigning and retiring professional personnel to a telephone interview.

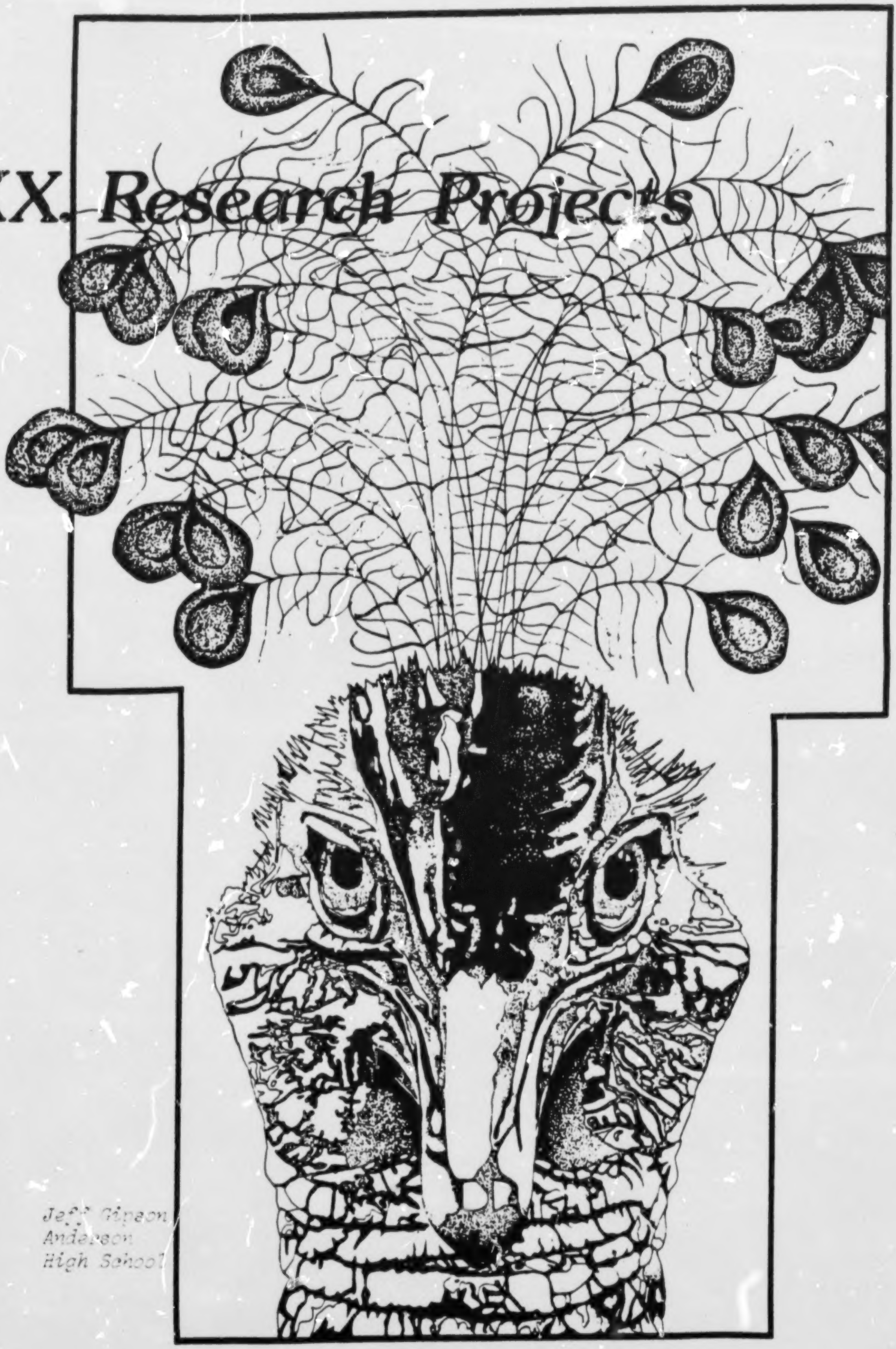
The survey was designed to determine the professionals' future employment plans, and why they were leaving the District.

The professionals who were retiring after ten or more years in the District were retiring due to age or personal reasons, and had no firm plans for future employment.

Most of the teachers who were resigning were moving out of the District, and only three of 42 interviewed stated they were leaving teaching to find better paying jobs.

390

XX. Research Projects



Jeff Gipson
Anderson
High School

81.30

REPORT

Title: Research by External Agencies or Individuals in AISD

Contact Person: Freda Holley

For the fourth year, we are including in the Findings Volume the abstracts of research projects conducted by external agencies or individuals within the Austin Independent School District. Each of these researchers has had to go through a screening process in which AISD staff members from a variety of departments reviewed their proposals. This is to ensure that:

- The time and energies of AISD staff and students are protected.
- Only those projects meeting the criteria established by the District as conditions for participation in research are approved.
- High quality research that fits the needs and interests of the District is promoted.

The Office of Research and Evaluation is the official point of first contact for all proposals to do research in the District. Many of these initial contacts are by phone or personal visit. Discussions at that time often result in the immediate determination that proposals are not viable. For those projects which do appear to be feasible, the researcher is provided forms and instructions for a formal proposal. When the formal proposal is received, a three (or more) member administrative review committee is appointed. The Office of Research and Evaluation makes a final decision on administrative approval or disapproval of the project based on the recommendations of the committee members. If approval is given, the Director works with the project director and appropriate AISD staff to select suitable schools and/or departments for the study. However, the principals on the selected campuses may decide that the research project would interfere with instructional efforts and disallow the project.

The researcher is required to provide an Abstract for this volume as well as two copies of any dissertation, publication, or other report issuing from the study. These are kept on file at the Office of Research and Evaluation. The Abstracts included in this section of the Findings Volume are entirely the work of the authors named without the review or endorsement of the Office of Research and Evaluation.

A total of 25 proposals were reviewed between June 15, 1981 and June 15, 1982. Of these, 18 were approved, 6 were disapproved, and 1 is still pending.

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
959.19	The Relationship Between Achievement Test Response Changes and Grade Level, Ethnicity, and Socio-economic Status	M. Kevin Matter Sponsor: Dr. Edmund Emmer, U.T.	Office of Research and Evaluation	No
960.01	Exploring the Relationship between Basal Reader Characteristics and Early Reading	Connie Juel Sponsor: University of Texas Faculty	Travis Heights and Williams Elementary Schools	No
960.07	A Study of the Relationships Among Response-produced Feedback in Family Inter-action, Object Relations, and Impulsivity	Mark J. Wernick Sponsor: Dr. Frank Wicker, U.T.	Anderson, Austin, Johnston, LBJ, and Lanier High Schools, Burnet, Dobie, Fulmore, and Lamar Junior High Schools (to date)	No
960.08	Patterns of Number Development in Young Children	Robert G. Cooper, Jr. Belinda Blevins Robert Campbell Sponsor: Southwest Educational Development Laboratory	Original Study: Andrews, Pleasant Hill, and Ridgetop Elementary Schools Follow-up Study: Allan, Barton Hills, Brooke, Brown, Casis, Cook, Dawson, Doss, Harris, Highland Park, Houston, Joslin, Langford, Maplewood, Norman, Oak Hill, Oak Springs, Odom, Pease, Pecan Springs, Rosewood, Sanchez, Sims, Winn, and Wooten Elementary Schools	No

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
960.09	The Organizational Antecedents and Consequences of Role Stress among Teachers	Nina Gupta Sponsor: SEDL	Martin, Murchison, and Pearce Junior High Schools	Yes
960.13	Spanish Speaking Parent Participation in the School	Harriett Romo Sponsor: Dr. Aaron Cicourel, University of California	Brooke, Govalle, and Sanchez Elementary Schools	No
950.14	Labor Market Analysis and Human Resources Planning: Matching Training and Jobs in Austin	Robert Glover David O. Porter Sponsor: University of Texas Faculty	Austin, Crockett, and Johnston High Schools	No
960.18	Stress and Coping: A Comparison of Coping Efficacy Between Secondary School Students	David C. Duty Sponsors: Dr. G. Hansen Dr. F. Richardson, U.T.	O. Henry Junior High School, Johnston High School	No
960.19	Basic Skills of Secondary Vocational Education Students	Nina Selz Jim Weber Sponsor: Ohio State University Faculty	Office of Research and Evaluation	No
960.22	Computational Errors of Seventh and Eighth Grade Students	Carolyn L. Pinchback Sponsor: AISD Faculty	Dobie Junior High School	No

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
960.23	Junior High Management Improvement Study	Edmund T. Emmer Sponsor: University of Texas Faculty	Bedichek, Burnet, Dobie, Fulmore, Lamar, Martin, Pearce, and Porter Junior High Schools	No
960.24	Development of Semantic Language in Down's Syndrome Children	Patricia Williams Sponsor: Dr. William A. Myers, U.T.	Bryker Woods, Early Childhood Special Education at Dill, Oak Springs, and St. Elmo Elementary Schools	No
960.26	Elementary Principals and School Outcomes: Evidence from a Newly Desegregated School District	David J. Welsh Sponsor: Dr. Beeman Phillips, U.T.	Office of Research and Evaluation	No
R82.02	The Student Teaching Experience: A Descriptive Study	Gary A. Griffin Sponsor: University of Texas Faculty	Cook, Becker, Brentwood, Dawson, Gullett, Joslin, Odom, Pillow, Read, Travis Heights, Webb, Williams, and Wooldridge Elementary Schools	No
R82.03	Amplifying Effects of Television's Prosocial Fare Through Curriculum Intervention	Robert Abelman Sponsor: Dr. Stanley Baran, U.T.	Brooke, Read Elementary Schools	No
R82.04	The Development of Metalinguistic Abilities in Children	David T. Hakes Sponsor: University of Texas Faculty	Casis, Cook, Doss, Highland Park, Pillow Elementary Schools	No

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

81.30

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
R82.06	Reported Communication Strategies of Hearing Impaired Adolescents with Experience in Mainstream Settings	Madeline Maxwell Sponsor: University of Texas Faculty	McCallum and Reagan High Schools, Bedichek and Pearce Junior High Schools	No
R82.07	Uses of Research and Evaluation Information	Yolando M. Leo Sponsor: Michael Thomas, U.T.	Bedichek, Burnet, Dobie, Fulmore, Lamar, Martin, Murchison, O. Henry, Pearce, and Porter Junior High Schools, Brooke, Campbell, Cunningham, Ortega, Rosedale, Walnut Creek, Brentwood, Highland Park, Norman, Oak Springs, Sanchez, Winn, Wooten, Doss, Lee, Pease, Travis Heights, Williams, Allison, Casis, Linder, Barrington, Harris, Metz, Ridgetop, Pillow, Pecan Springs, and Blackshear Elementary Schools	No
R82.08	Case Study on Students Initially Involved in the Elementary Art Enrichment Program Through U.T. Art Museum	Laura L. Wilson Sponsor: Mary P. Taylor, U.T.	Pleasant Hill Elementary School	No
R82.09	Development of Empathy, Role Taking, and Moral Reasoning in Juvenile Delinquency	Ming Lee Sponsor: Dr. Norman M. Prentice, U.T.	Travis High School	No

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
R82.10	Norming and Validating the Role-Play Assessment for Adolescents	Leslie Moore Sponsor: Dr. Kathleen Waddell, U.T.	Dobie Junior High School	No
R82.11	The Effect of High and Low Expectancies on Children's Motor Performance	Lynn Dale Housner Sponsor: University of Texas Faculty	Houston and Langford Elementary Schools	No
R82.12	Educational Opportunities Assessment Project	Magdalena Hernandez Sponsor: University of Texas Staff	Johnston High School	No
R82.13	High School Parking Demand Estimation Model	James M. Dunn	Anderson, Austin, Crockett, Johnson, Johnston, Lanier, McCallum, Reagan, and Travis High Schools	No
R82.15	Questions Used by Teachers of Hearing Impaired Students During Informal Conversation	Laurie Nipper Sponsor: Madeline Maxwell, U.T.	Reilly and Rosedale Elementary Schools	No
R82.17	Ways to Improve Schooling and Education	A. L. King David L. Williams, Jr. Sponsor: SEDL	Selected AISD Administrators	No
R82.18	Field Test a Series of Curriculum Materials Being Developed for Special Education, Orthopedically Handicapped High School Students	Florence Schieve Sponsor: Dr. William Myers, U.T.	Travis High School	No

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AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
R82.19	The Relationship Between Specific Programmatic Variables and Child Progress Data for Preschool Handicapped Children	Linda F. Pearl Sponsor: Dr. Keith Turner, U.T.	Early Childhood Center at Casis	No
R82.20	Clustering and Recall Ability of the Hydrocephalic and Non Hydrocephalic Spina Bifida Child	Yona Tesoriero Sponsor: Dr. Linda Hickson Bilsky, Teachers College, Columbia University	Blanton, Dawson, and Wooten Elementary Schools and St. John's Development Center	No
R82.21	A Study of Special Education Service Delivery Administrative Task Responsibility Perceptions of AISD Administrators	Deborah Nance Sponsor: Dr. James Yates, U.T.	Selected administrative personnel	No
R82.22	Interactions Between Handicapped and Non Handicapped Preschoolers and Their Older "Normal" Siblings	Beth Brandis Stafford Sponsor: Dr. Catherine Cooper, U.T.	Locations pending	No

81.30 959.19

The Relationship Between Achievement Test Response Changes and Grade Level, Ethnicity, and Socioeconomic Status

Abstract

M. Kevin Matter

Participating Schools:

The Office of Research and Evaluation

Description of Study:

Achievement test answer sheets (Iowa Tests of Basic Skills (ITBS) and Sequential Tests of Educational Progress (STEP)) and booklets (ITBS) will be examined for evidence of answer changes made during the test administration. Contrary to popular belief, research has shown that most individuals change more items from an incorrect to a correct alternative than vice versa, resulting in an increase in the total number of items correct. Answer sheets and booklets will be examined for significant differences in the rates and types of response changes made among different ethnic groups, socioeconomic status levels, and grade levels.

Description of Results:

No results are available at this time.

Implications of Results:

This study has direct reference to the reliability and validity of results from multiple-choice tests. Modifications to test instructions regarding answer changing may provide more accurate and useful test results.

Implications for AISD:

Results should be related to teacher/student directions for administering/taking standardized achievement tests. Changes in directions, with resulting changes in behavior, may promote more valid test scores and an increased utility for course selection and placement.

EXPLORING THE RELATIONSHIP BETWEEN BASAL READER CHARACTERISTICS AND EARLY READING

Abstract

Connie Juel Ph.D.
Assistant Professor
University of Texas at Austin

Participating Schools: Williams and Travis Heights

Description of Study: The purpose of the current study was to examine the role of various word features (e.g. letter pattern structure) and basal text features (e.g. word repetitions) in developing word recognition skills of first graders. The exposure of these children to basal words of varied characteristics in the Houghton-Mifflin and the Economy basal series was evaluated, as was the children's subsequent ability to read these words. The relative influence of various word and text characteristics on first graders identification skills was examined five times during the 1980-1981 school year.

The study attempted to answer the following questions:

1) To what extent do early word identification strategies involve orthographic redundancy (frequently occurring letter combinations in specific positions), orthographic versatility (letter combinations in specific positions in different words) and letter sound relationships?

2) To what extent do basal text characteristics such as letter-sound regularity and/or word frequency influence early word identification?

3) How do word identification strategies change over the course of the first grade school year?

Description of Results: Comparison of core content word characteristics in the two basal series showed that Economy used more different words and more repetitions than Houghton-Mifflin. Although decodability (letter sound correspondence regularity) was a significant factor in both series, the proportion of variance (the practical significance) accounted for by this factor was twice as large in Economy. The easiest words for children in the Economy Series to read were ones with regular letter sound patterns that also appeared in many different words. Children in Houghton Mifflin had more success with words of regular letter sound patterns, but with nonversatile letter patterns which made them distinctively unique.

Implications of Results: Children in Economy appear to be developing their letter-sound correspondence knowledge by attending to the common pronunciations of versatile letter combinations (i.e. a "word family" type of approach). Children in Houghton Mifflin appear to be using more of a "sight word" strategy which uses distinctiveness of letter combinations as a cue. There was no significant difference between the two basal groups at the end of the year with regard to the development of letter sound correspondence knowledge. This suggests that while Houghton-Mifflin children may know as much about letter sound correspondence by the end of the year as do Economy children, they use it less. Economy children appeared to use letter sound correspondence more in word identification.

Research with more proficient readers has shown that their capability to identify words accurately and efficiently is positively correlated with their use of letter sound correspondence knowledge. Therefore it is doubtful how long the sight word strategy of the Houghton Mifflin children will continue to facilitate word recognition as they are exposed to increasing numbers of words.

It was clear from this study however, that regardless of basal series, children who developed strong letter-sound correspondence knowledge in first grade performed better on all word recognition tests.

Implications for AISD: Results of the study suggest that educators should be cautious in choosing basal reading series. The types of words children are exposed to in print in first grade will affect the word identification strategies they develop. It appears that children who receive instruction in more phonics oriented series (i.e. Economy) develop more useful word identification skills than children in more "eclectic" series (i.e. Houghton Mifflin).

A Study of the Relationships among Response-produced Feedback in Family Interaction, Object Relations, and Impulsivity

Abstract

Mark Wernick

Participating Schools: Anderson, Austin High, Burnet Jr. High, Dobie Jr. High, Fulmore Jr. High, Johnston High, LBJ, Lamar Jr. High, Lanier High (to date)

Description of Study: The purpose of this study is dual; in applied areas the purpose is to assess interaction patterns of families with children classified as impulsive or reflective in an effort to see if qualitative differences in those patterns exist. Object relations are also to be assessed, in keeping with theoretical aims of the study to see if reflectivity/impulsivity has an underlying relationship with early development and learning.

Description of Results: Data has thus far been collected from eight families. Of those eight families, five were intact. One consisted only of mother and daughter, one consisted of grandparents and granddaughter, and one consisted of mother and stepfather. Because of this early phase in the data collection process, no analyses have yet been performed. Statistical analyses are planned when and if 15 families (preferably intact) from each group have participated, and case analyses will be performed after exhaustive efforts have been made to recruit a sufficient number of families for the statistical analysis. Some case analyses will be performed in any event.

Implications of Results: If a relationship is found between children's classification on the reflectivity/impulsivity dimension and family interaction patterns, and a further relationship found between these variables and learning, justification for whole family involvement in addressing a wide variety of learning problems will be enhanced. Any connection found between early developmental arrest--assessed through the object relations analysis--and reflectivity/impulsivity or learning, will enhance understanding of the possibilities, limitations, and directions such whole family involvement may most profitably take.

Implications for AISD: Actually, usefully interpretable results are hoped to have implications for all centers of learning. It will probably prove valuable in the long run to have a professional arm attached to school districts whose sole responsibility is family outreach and family education, staffed by professionals and paraprofessionals skilled in the areas of early development and family processes. Even where such services are not viewed as properly within the jurisdiction of the schools, additional empirically acquired understanding of the type sought here should aid in the referral process.

81.30 960.08

PATTERNS OF NUMBER DEVELOPMENT IN YOUNG CHILDREN

Abstract

Robert G. Cooper, Jr., Belinda Blevins, Robert Campbell,
Harold Doty, and Lucia Uhl

Participating Schools: Schools in our original study: Andrews, Pleasant Hill, and Ridgetop Elementary. Other schools in our follow-up study: Allan, Barton Hills, Brooke, Brown, Casis, Cook, Dawson, Doss, Harris, Highland Park, Houston, Joslin, Langford, Maplewood, Norman, Oak Hill, Oak Springs, Odom, Pease, Pecan Springs, Rosewood, Sanchez, Sims, Winn, and Wooten. We also received help in locating subjects from Campbell, Lee, and Reilly Elementary.

Description of Study: Our research assesses number skills in young children which may be the basis for later success in elementary school mathematics. The same children were tested this year and last to determine patterns of change. Two kinds of skills were assessed: number estimation and number reasoning. Two number estimation skills were assessed: counting and subitizing (rapidly determining how may objects there are in a small group of objects without counting). The number reasoning skills studied are skills for reasoning about the effects on numerosity of addition, subtraction, and rearrangement. Four types of reasoning tasks were employed: conservation, addition/subtraction, inference, and transfer. The addition/subtraction tasks were designed to distinguish between three levels of understanding: primitive (knowing only that addition makes more and subtraction makes less), qualitative (knowing that both initial numerosity and the magnitude of a transformation is important for determining the resultant numerosity, but limited to qualitatively combining the two pieces of information), and quantitative (like qualitative but with the ability to quantitatively combine the two pieces of information). The inference task was designed to assess children's ability to determine what transformation (addition, subtraction, or rearrangement) had occurred given information about numerosity. Inference ability was also categorized as primitive, qualitative, or quantitative and was assessed separately for small (2 to 4) and large (6 to 9) number. The transfer task assessed children's ability to determine the effect of transferring one or more objects from one of two initially equal groups to the other (e.g. it assessed the knowledge that a transfer of 1 produced a difference of 2). All the tasks (both estimation and reasoning) use two groups of objects about which the children made absolute or relative numerosity judgements. Finally, an infinity questionaire was administered.

Description of Results: The general developmental patterns from the results on several of the tasks are presented in Tables 1-4. In addition, several clear patterns have emerged from our preliminary analyses.
1) On the conservation task, the kindergarten children could solve small-

number conservation problems, and the first graders could conserve large number. 2) Many children already understood quantitative addition/subtraction before receiving formal arithmetic instruction. 3) The inference and transfer tasks were much more difficult, indicating a one or two year lag in skills for applying addition/subtraction skills. 4) The range of numerosities that could be subitized increased with age. The average pre-kindergarten child could subitize only 2 and 3 items. Kindergarten children could subitize 4 apparently using the same method. First and second graders use grouping strategies in the 5 to 7 range. 5) The results of the Static task were consistent with those from the subitizing task: children could easily compare small numbers without counting, but they could not accurately compare large numbers. 6) There is a positive correlation among the estimation and reasoning skills assessed. 7) Even second graders have a poor concept of infinity, just acquiring the notion that the number series can be extended indefinitely just by addition and not knowing the parallel phenomenon for subtraction.

Implication of Results: The current data provide a much more detailed picture of the set of early number skills studied than was previously available. In particular the substantial changes in numerical understanding that are not related to computational skills are highlighted. The suggestion is present in these data that these changes are important in the acquisition of computational skills. However, the interpretation of the observed correlations will be stronger when the longitudinal data are fully analyzed. It is apparent that there are different sequences of acquisition for different children, and that the development of skills for applying number skills is at least partially separate from initial learning of these skills.

Implications for AISD: Because we have only preliminary results, the implications for AISD must be considered tentative. However, the present data do indicate that a substantial amount of development occurs in number skills before first grade, and that this development is delayed for some children. Second, our data show that testing some comcepts requires careful and extended assessment. However, this assessment can result in improved number skills either through spontaneous development or through preparing the child for direct tuition. Third, our results indicate that a substantial part of number development in the early school years involves learning skills for applying knowledge the children already possess. This is consistent with the results from the teacher interview which indicated particular difficulty in teaching word problems and missing addend problems.

Table 1: Number of Children in Each Level of the Addition and Subtraction Task and Inference Task

	Addition/Subtraction			Inference		
Assessed Level	K	1st	2nd	K	1st	2nd
Small: No level				1	0	0
Small Primitive				1	2	0
Small Qualitative				4	9	2
Small Quantitative				9	15	16
Large: No Level	---	---	---	6	5	1
Large Primitive	1	0	0	1	6	1
Large Qualitative	5	4	0	3	5	4
Large Quantitative	9	22	18	5	10	12

* In the Add/Sub task, all children could do Small Quantitative problems. In the Inference task, each child was assessed on small and large number.

Table 2: Estimation Performance on the Subitizing and Static Tasks

Grade Level	Subitizing Number Subitized (a)					Static Problem Type (b)		
	3	4	5	6	7	Small	Large	Big Difference*
K	100%	75%	38%	25%	12%	88%	47%	91%
1	100%	96%	80%	44%	32%	96%	49%	94%
2	100%	95%	95%	73%	54%	99%	60%	97%

(a) Percentage of Children on Each Numerosity Level in Subitizing. (b) Percent Correct on Static Problems. * Big Difference trials on Static are 5 vs. 9.

Table 3: Percentage of Children Correct on Transfer and Generalization Problems

Grade Level	Transfer 1	Generalize 1	Transfer 2	Generalize 2
K	62%	0%	28%	0%
1	54%	18%	46%	16%
2	74%	31%	68%	23%

* Transfer problems have initial equal arrays of 2 to 5 objects. Generalization problems concern imagined arrays of 100, 3,000, and an indefinite equal number. One object was transferred for Transfer 1 and Generalize 1, and two objects were transferred for Transfer 2 and Generalize 2.

Table 4: Percentage of Children Making Claims in Infinity Interview

Claim	K	1st	2nd
Numbers can be generated indefinitely by adding 1	56%	50%	64%
Numbers can be generated indefinitely by subtracting 1	40%	29%	12%
A biggest number does not exist	8%	23%	26%
A smallest number does not exist	0%	2%	2%

81.30 960.09

THE ORGANIZATIONAL ANTECEDENTS AND CONSEQUENCES OF ROLE STRESS AMONG TEACHERS

Abstract

Nina Gupta, Ph.D.

Participating Schools: Martin Junior High, Murchison Junior High, and Pearce Junior High.

Description of Study: This study was aimed at exploring the organizational antecedents and consequences of stress among public school teachers. The study had four major objectives: (a) to explore the work-related factors that produce stress; (b) to examine whether work stress causes teachers to be alienated from the school; (c) to explore the psychological, physiological, and behavioral consequences of stress; and (d) to examine the impact of work stress on the effectiveness of teachers' functioning. The research design called for an intensive study of a small sample of teachers (N=25) from three schools in the Austin Independent School District. The data sources were intensive interviews with the sampled teachers. Data analysis is based on content coding of the interview protocols.

Description of Results: A wide divergence existed in the sample concerning the levels of stress. The major stresses were too much work, ambiguous work expectations, and the inadequacy of resources to perform effectively. Among the stressors, school administrators, students, discipline issues, lack of job variety, and gender (women reported greater stress) were the most potent. The most likely consequences of stress were job dissatisfaction and nervousness. There was some evidence indicating that caffeine and alcohol use may be worsened by the experience of stress. Also, dysfunctional behaviors (such as tardiness and absenteeism) may be magnified in the presence of stress.

Implications of Results: Stress is related to adverse effects, not only for the teachers, but for the schools as well. As such, it is useful to attempt a reduction of teacher stress in schools. Specifically, the school-related stressors must be removed if teachers are to function effectively in their work environments.

Implications for AISD: The implications of this study must necessarily be tentative in that they are based on a sample of only 25 teachers from only three schools. With this caveat, however, it can be suggested that the class assignments of teachers be examined carefully to ensure some job variety, that administrators must be careful not to give teachers contradictory signals, and that discipline should be enforced uniformly and fairly. Furthermore, it may be suggested that in-service training programs be used to provide teachers with better techniques to handle discipline among students.

SPANISH SPEAKING PARENT PARTICIPATION IN THE SCHOOL

Abstract

Harriett Romo

Participating Schools: Twenty four families attending school meetings for bilingual programs in the attendance areas of Sanchez, Brooke, and Govalle schools participated in the research project. Some parents interviewed had children attending other schools in the district.

Description of Study: The study was an ethnographic investigation of parent-school interactions to determine how Spanish speaking parents get information from the schools and the problems they encounter. The researcher attended and tape-recorded 16 parent-school meetings, accompanied parents in school contacts, and conducted in-depth interviews with parents and children concerning school experiences. Observations and analysis of discourse from transcribed tapes of meetings and interviews provide the core data of the investigation. Analysis of data regarding bilingual parents is still in progress.

Description of Results: Spanish speaking parents comprise a diverse group with distinct problems and needs directly related to individual English language fluency, access to schooling and time in the U.S. Recently immigrated parents, especially those from rural areas, frequently had few opportunities for schooling in their home countries and, as a result, may be illiterate in Spanish in addition to speaking no English. This group of parents have the most difficulty in school communications but represent a significant number of the parents of children in bilingual programs. Problems they encounter in participation in school activities are the following: literacy is assumed in the majority of school situations embarrassing parents who cannot sign their names, fill out forms, or deal with written communication; meetings conducted bilingually were perceived as English presentations because support materials were in English, translations of English presentations tended to be summaries of the original omitting important contextual material necessary for comprehension, and staff more comfortable in English unconsciously switched to English during discourse. All parents had difficulty in determining the importance of school materials; thus notices of school social functions and retention policies might be treated in the same manner. Children had responsibility for interpreting messages for parents,reading school materials, and informing parents of responsibilities and obligations with the effectiveness of delivery of information dependent upon maturity level of the student. With few similar experiences to draw upon, Spanish speaking parents did not understand the implications of federally funded programs, school jargon used by school staff, and program terms such as Title VII, I etc. This lack of knowledge of how the school system is organized and how decisions are made made it difficult for parents to understand the kind of programs their children were participating in, how their children were progressing, how grades were assigned or what they meant, the significance of test scores, or how and why children were retained. Only two meetings, one discussing program content and one focussing on retention (at the end of the school year) dealt with these topics. Parent conferences were the only times parents got information directly related to the progress of their children and direct teacher contact was lessened when children were not

in neighborhood schools or parents could not pick up children from their classrooms. Most appreciated and effective school communications were personal contacts by bilingual staff. Overall, parents were grateful for opportunities given their children and expressed school achievement and the learning of English as primary aspirations for their children.

Implications of Results: Acquired characteristics of parents, such as familarity with school organization and processes, ability to speak English, and level of literacy play an important part in the participation of Spanish speaking parents in school activities. Parents want to participate, will make time to participate, and are interested in school activities but lack confidence in their ability to participate effectively. Subtle factors of language use and language perceptions interceding in parent-school interactions make delivery of information complex in bilingual situations. For these reasons, simple translations or making materials available in two languages does not assure communication or dissemination of information.

Implications for AISD: It apprears that district efforts to involve Spanish speaking parents might be more effectively directed toward increasing parents' confidence in parent-school interactions and in helping parents to learn how to obtain information and from whom, how programs are structured, what is taught, how children are evaluated, and how decisions are made about their children.

LABOR MARKET ANALYSIS AND HUMAN RESOURCES PLANNING: MATCHING TRAINING AND JOBS IN AUSTIN

Abstract

Robert W. Glover, David O. Porter, Hubert Smith,
Richard Mackay, et al; Center for the Study of
Human Resources and Lyndon B. Johnson School of
Public Affairs, University of Texas at Austin.

Participating Schools: Data regarding vocational-technical courses in all secondary schools in AISD was considered. Personal interviews were conducted with instructors and administrators at selected schools. In addition to AISD, information was also solicited from the 19 other ISDs in the Austin SMSA (Travis, Williamson and Hayes counties) as well as Austin Community College, proprietary schools, community organizations providing training funded under CETA, and employers who offer training.

Description of Study: In the fall of 1980, the Capital Area Manpower Consortium enlisted the collaboration of the Lyndon B. Johnson School of Public Affairs and the Center for the Study of Human Resources at the University of Texas at Austin in an effort to compile information for improved local labor market planning. The Consortium is the local sponsor for programs funded under the Comprehensive Employment and Training Act (CETA). With the advent of its Private Sector Initiatives Program, the Consortium was especially interested in improving its record of placements with private employers. Under CETA the chief concern was with placing disadvantaged workers into good jobs that require less than a baccalaureate degree.

Information for the study came through three primary approaches. First, a statistical profile of Austin from 1960 to 1980 was developed using data from the Texas Employment Commission, the U.S. Bureau of the Census and other agencies. Second, an inventory of activity in formal training programs in Austin was undertaken and the views of personnel in various training agencies were sought. Third, a sample of Austin area employers was interviewed.

Description of Results: Over the past 20 years, Austin has doubled its population. Due in part to high rates of inmigration the study estimated that approximately one half of all labor market entrants in Austin are inmigrants. Employment has grown even faster than population. From 1960 to 1980, employment grew by almost 160 percent. This has kept unemployment rates at 3 to 4 percent consistently. Despite more than 20 years of continuous growth in employment, Austin area employers reported no shortages of workers for entry level jobs. The only shortages mentioned were for jobs requiring advanced skills (such as machinist or tool and die maker). Such training in advanced skills is not commonly offered by Austin area training institutions. Indeed, employers themselves are the chief source of such training in Austin.

There are high rates of noncompletion among trainees in all training institutions in Austin, including secondary vocational programs, proprietary schools, and the Austin Community College.

Given the reported adequate supply of entry level workers, disadvantaged workers in Austin face special difficulty in securing employment. Further, past employment patterns in Austin indicate that economic growth alone is insufficient to improve the traditional underrepresentation of minorities and women in better paying jobs.

Implications of Results: Even in a robust economy such as Austin, special efforts are needed to assist groups who have not shared in the growth--groups with particular barriers to employment and those who have dropped out of regular training programs but who could benefit from another chance.

Given the keen competition for jobs at the entry level, training programs designed for disadvantaged workers should be implemented with specific employers who are expanding their workforce. Based on a review of experience of various successful training efforts in Austin, researchers recommended that the CETA sponsor expand the Combined Skills Training Program, a training effort which, (like cooperative education) combines classroom training with on the job training. The model pairs a local community based organization with an individual firm and an educational facility.

Although there exists numerous employer advisory groups to the various training agencies, there is little collaboration. Also there remains a need for some organization or group to monitor the Austin labor market from an overall perspective, focusing special attention on employer training needs and workers who have special problems or training needs.

Implications for AISD:

1. Recognizing that most occupational training in Austin occurs on the job, AISD should consider means to tie into formal training provided by employers. For example, a program of school-to-apprenticeship linkage could be established in which students start their apprenticeships in school and continue training in apprenticeship after graduation.

2. In view of the high rate of dropouts from programs of vocational education, AISD should conduct a study of the causes of noncompletion as well as possible remedies.

3. AISD should join in community effort with employers and other training institutions to address the issue of job discrimination and underrepresentation of women and minority men in better paying jobs in Austin. Merely relying on economic growth alone will not solve this problem.

4. AISD should consider instituting collaboration between its occupational advisory committees and counterpart committees established by the Austin Community College. One model for collaboration can be found in Brazosport, Texas. Also consideration should be given by AISD to participating in the Private Industry Council sponsored under CETA.

STRESS AND COPING: A COMPARISON OF COPING EFFICACY BETWEEN SECONDARY SCHOOL STUDENTS

David C. Duty

Participating Schools: O.Henry Junior High School and
Johnston High School

Description of Study: A Coping Response Inventory (CRI) was administered to students in grades seventh through twelfth. The CRI assays three major aspects (stressors, coping strategies, and the efficacy of coping strategies) of adolescent stress and coping in four major domains (school, family, work-finance, and personal-interpersonal).

Description of Results: Not yet available.

Implication of Results: Not yet available.

Implications for A.I.S.D.: Not yet Available

Basic Skills of Secondary Vocational Education Students

Abstract

Nina Selz, Ph.D. and James Weber, Ph.D.

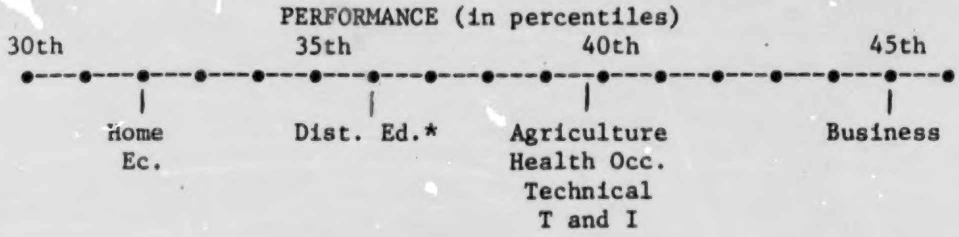
Participating Schools: Secondary schools districtwide - existent pupil data files

Description of Study: Basic skills are essential to successful participation in today's society. They are crucial to demonstrating employability and occupational competence, acquiring further education and training, and attaining upward mobility. The purpose of the current study was to increase our knowledge base and understanding (from a national persepctive) of the relationships between secondary students' basic skills attainment and their participation in vocational education. During the course of the study data on secondary students were acquired through an extensive search of published studies as well as by the analysis of "off-the-shelf" data sets from a diverse sample of sixteen school districts (including AISD) and four national organizations.

Description of Results: Analyses of the designated data sets led to such generalizations as--

- Secondary vocational students' average performance on standardized basic skills measures is between the 35th and 40th percentiles.

- The basic skills levels of students in different vocational programs vary significantly. The approximate magnitude of those differences are shown in the following figure.



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*Note: This estimate is based upon two studies only and could fluctuate considerably.

- The average basic skills attainment of secondary vocational students is typically (a) significantly lower than the attainment of college preparatory students and (b) not significantly different from the attainment of general students.

- Changes in basic skills performance (e.g., from program entry to exit) observed for vocational and nonvocational students do not differ significantly.

- Vocational (as well as nonvocational) students' average basic skills attainment does not change significantly between program entry and exit.

Implications of Results: Several recommendations drawn from these findings were--

- Further research on the ramifications of the "less than average" basic skills attainment of vocational students should be undertaken. Although the available data indicate that vocational students' basic skills levels are typically below average, they fail to yield significant insights into either the level of basic skills essential to perform various occupational tasks successfully or into the sufficiency of the basic skills levels exhibited by vocational students relative to such a set of standards.

- More efficient and effective basic skills materials, programming, and support service mechanisms need to be developed and integrated into secondary vocational settings.

- Additional monies should be earmarked for the kinds of research and development activities alluded to in the preceding recommendations as well as to foster improvement in basic skills instruction in all vocational settings.

Implications for AISD: The implications of the results presented above for AISD are necessarily tentative, since they are based upon a national sample rather than one comprised only of AISD students. They do suggest, however, that continued and improved efforts should probably be expended in AISD to foster the basic skills levels of its vocational students, since they closely paralleled the levels observed across the total sample. The criticality of such an emphasis is exacerbated by the fact that most contemporary and emerging occupations, including those considered to be entry-level, have become more sophisticated and require basic skills that were not considered essential a few years ago.

Computational Errors of Seventh and Eighth Grade Students

Abstract

Carolyn L. Pinchback, Ph.D.

Participating Schools: Dobie Junior High

Description of Study: This study was designed to replicate and extend Roberts' efforts at classifying students' computational errors and Engelhardt's analysis of children's computational errors through clinical interviews. Five self-contained classes of seventh and eighth grade students were administered a five item computational test on fractions which lasted five minutes for five consecutive days. After each of these computational tests was scored for accuracy as correct answer, incorrect answer, or non-attempt, those students scoring of an incorrect answer or non-attempt answer were interviewed so that inferences could be made to students' probable approaches or misconceptions.

Description of Results: The procedure resulted in nine categories for the incorrect answer or non-attempt, two of which corresponded to error types described by Roberts and three of which corresponded to error types described by Engelhardt. These were defective algorithm, equivalent fractions, mixed numeral to improper fraction or improper fraction to mixed numeral, simplifying, incorrect operation, basic fact, incomplete, non-attempt, and incorrectly copied.

Implications of Results: Of the nine different categories for the incorrect answer or non-attempt, over half of the errors were due to defective algorithm, incomplete or guess, and non-attempt. This indicates that in teaching the various algorithms for fractions one should point out to students how one algorithm differs from another so that transfer will not take place incorrectly nor incompletely. The study also suggested that the time element may result in incomplete responses or guesses and non-attempts.

Implications for AISD: The results presented above identified nine major classes of incorrect responses or no response. These classes may be considered by teachers for the concept of fractions when they are introduced or in diagnostic-prescriptive teaching.

81.30 960.23

Junior High Management Improvement Study

Abstract

Edmund T. Emmer, Ph.D.

Participating Schools: Bedichek, Burnet, Dobie, Fulmore, Lamar, Martin, Pearce, and Porter Junior High Schools

Description of Study: This study tested the effectiveness of research based classroom management strategies for establishing and maintaining good learning environments in junior high school classrooms. The study was designed to verify findings of earlier descriptive research and to learn more about the process of helping teachers gain classroom organization and management skills. A total of 36 teachers in eight junior high schools in AISD participated. All were volunteers, and most were relatively inexperienced, with 0-2 years previous teaching experience. A special group of 10 experienced teachers was also included. Using stratefied random selection, teachers were placed in two groups, balanced for years of experience and subject areas. Teachers in one of the groups received a manual, *Organizing and Managing the Junior High School Classroom*, and attended two workshops at the beginning of the school year. Teachers in the other group received the materials and workshop later in the school year. Contents of the teacher's manual and workshops included guidelines and case studies for organizing the classroom and materials for the beginning of school, developing a workable set of classroom rules, procedures, and consequences, planning activities for the first week, maintaining the classroom management system after the beginning of school, organizing instruction and pacing, and clarity. To assess the effects of the experimental treatment on teacher and student behavior, two class sections of each teacher were observed once a week during the first 2 months of school, including observation on the first day of school. Classroom observers were not informed about the group assignments of teachers. Observations were also conducted in January and February on a reduced basis. Data included descriptive records of classroom activities, counts of student task engagement, and ratings of teacher management behaviors. Interviews with teachers provided information about their perceptions of their classes and the management materials.

Description of Results: Although analysis of the JMIS is still underway, peliminary analyses of data from the first 2 months of school indicate that teachers who recieved the materials and workshops at the beginning of the school year used the recommended strategies and behaviors significantly more than teachers who did not receive the materials. Use ofthe JMIS management strategies was associated with higher levels of student task engagement and cooperation. In these preliminary analyses, few significant interactions were found between teachers' level of experience and treatment effects, suggesting that the JMIS materials were beneficial across levels of experience. Further analyses will examine effects for the more experienced group on a case study basis. Other analyses will be aimed at providing more information about relationships between teacher and student behaviors in different contexts, such as subject area and grade level.

Implications of Results: The results suggest confirmation of the effectiveness of the management strategies suggested by earlier descriptive research. Management strategies and guidelines included in the JMIS teacher's manual do appear to contribute to effective classroom management. In addition, results indicate that information about effective management techniques can help many teachers to establish better learning environments in their classes at the beginning of the school year and that staff development in classroom management need not be limited to elaborate, long-term training programs. Most teachers can derive some benefit from printed information and one or two half-day workshops, particularly if training is provided at the beginning of the school year.

Implications for AISD: The results presented above support the use of beginning-of-school workshops in which teachers, particularly inexperienced teachers, are provided with detailed information about planning for the beginning of school and maintaining good management in their classrooms. The JMIS teacher's manual, Organizing and Managing the Junior High School Classroom, has been made available to the district, and copies have been given to all junior high school principals. R&DCTE staff will participate in beginning-of-school orientation for teachers in the district for the 1982-1983 school year. It is recommended that followup workshops be conducted by building principals or staff developers after several weeks of school.

ELEMENTARY PRINCIPALS AND SCHOOL OUTCOMES:
EVIDENCE FROM A NEWLY DESEGREGATED SCHOOL DISTRICT

Abstract

David J. Welsh

Participating Schools: No schools were directly involved in this study. Data were collected from a sample of AISD elementary principals.

Description of Study: The purpose of the present study was to explore the role of the elementary principal in influencing the successful implementation of court-ordered desegregation. Two major types of data were collected. The first was an administrative task survey completed by 35 AISD elementary principals. The second data source was an open-ended interview of five elementary principals nominated by instructional coordinators as particularly successful in implementing desegregation.

Description of Results: The survey data have not yet been fully analyzed. Results from the principal interviews identified several common themes or issues in the effective implementation of desegregation. These included getting faculty, parents, and students together before the year began; spending adequate time addressing parents' concerns and encouraging parental involvement; building up staff and student morale; being visible and accessible to students, parents, and staff; setting clear expectations and enforcing them form the first day; and actively seeking out teacher and parent input. In addition to these general themes, many specific practices were identified.

Implications of Results: It is probable that the things which made these principals effective are the same things which characterize all effective principals, whether or not they are in the first year of a court-ordered desegregation plan. Nonetheless, during times of organizational stress and change, effective leadership is probably especially important in maintaining the quality of instruction.

Implications for AISD: This study has identified, at least tentatively, some specific practices which principals themselves believe to be key elements in the effective implementation of desegregation. Hopefully, these suggestions will be useful to other AISD administrators.

THE STUDENT TEACHING EXPERIENCE: A DESCRIPTIVE STUDY
AN INTERIM REPORT

Abstract

Gary A. Griffin, G. Robert Hughes, Jr., Susan Barnes, Maria E. Defino, Sara Edwards, Hobart Hukill, and Sharon O'Neal

Research in Teacher Education
Research and Development Center for Teacher Education

Participating Schools: Becker, Brentwood, Cook, Dawson, Gullett, Joslin, Odom, Pillow, Read, Travis Heights, Webb, Williams, Wooldridge, and Wooten Elementary Schools.

Description of Study: The purpose was to describe as completely as possible the nature of student teaching from the perspective of its participants, thereby identifying key elements which contribute substantially to effective student teaching. Ninety-three student teachers and 17 supervisors from two major universities, and 88 of their supervising teachers from surrounding school districts participated in the study; 43 of the supervising teachers and 44 of the student teachers were in the AISD. Twenty pairs of student teachers and supervising teachers, and their 9 university supervisors, made up the intensive sample; the remaining participants composed the general sample. The latter group responded to a variety of instruments and questionnaires about themselves and their experiences at three points during the semester (beginning, middle, and end). The intensive sample also responded to all of these, in addition to keeping personal journals, tape recording their supervision conferences, being observed in the classroom, and being interviewed by staff several times during the semester.

Description of Results: The data from this study have not all been analyzed at this time. Preliminary findings are available which pertain to the background and demographic characteristics of the student teaching participants. Some preliminary analyses of the quantitative data have been completed, and analysis of the qualitative (observational, journal, interview and conference) data has begun.

Tentative results indicate that there are some basic changes in participants' attitudes and perceptions over the course of student teaching. Student teachers become increasingly flexible in their behavior, while their educational philosophy tends to become less progressive. Their self-esteem increases as their concerns about themselves decrease. The supervising teachers also showed some changes during the semester. Like the student teachers, supervising teachers showed an increase in flexibility and a decrease in expression

of progressive educational philosophy. The university supervisors showed the least amount of change; their self concerns and concerns about impact on student teachers decreased over the semester.

In addition to changes over the semester, there were differences among the three sets of participants (supervising teachers, student teachers, and university supervisors). Student teachers had greater concerns about self then either supervising teachers or university supervisors. However, supervising teachers were more concerned about insuring completion of basic instructional tasks than were the other two groups of participants. Another major difference among the sets of participants was that student teachers demonstrated less verbal facility than either supervising teachers or university supervisors.

Implications of Results: While it must be kept in mind that these are preliminary findings, one apparent implication is that many changes associated with student teaching may be a consequence of the school environment rather than the direct influence of supervising teachers. For example, both supervising teachers and student teachers showed parallel changes in flexibility and educational philosophy, suggesting that both groups were being affected by similar contextual factors.

On a more general level, it is expected that complete analysis of the data will furnish a rich enough picture of student teaching for additional comments to be made about those personal characteristics, interaction patterns, and institutional regularities which are associated, singly or in combination, with effective student teaching experiences. From a determination of these regularities, tentative prescriptions for optimal ways of conducting student teaching--from assigning placements to supervising instruction to final evaluations--may be offered.

Implications for AISD: To the extent that the above expectation achieves fruition, AISD may choose to provide future research opportunities for empirical validation of the prescriptions. The district may also choose to conduct needs assessments and provide appropriate staff development opportunities for its supervising teachers, based upon those findings which delineate factors associated with effective student teaching experiences.

AMPLIFYING EFFECTS OF TELEVISION'S PROSOCIAL FARE THROUGH CURRICULUM INTERVENTION

Abstract

Robert Abelman

Participating Schools: Brook Elementary, Read Elementary

Description of Study: The impact of television content on children's learning and their subsequent performance of various social behaviors has become a major research question in the social sciences. Most of the early research in this area has focused upon the impact of television violence and verbal aggression due to the antisocial and, thus, potentially detrimental nature of this content. More recently, attention has been devoted to methods which mediate and control television's negative impact. With the literature indicating that parents are the best, but least cooperative, mediation agents, much of the research has been geared toward the development and testing of in-school curriculum modules designed to teach children to be more informed, critical consumers of television.

As did the pioneers of our field, today's researchers are focusing their attention on television violence much to the exclusion of other forms of interpersonal behavior which might be acquired by viewing television. The study described herein, however, presents an experimental test of one of the first such mediation strategies which focuses on commercial television fare in an attempt to amplify television's prosocial effects on young viewer's social behavior. In addition, unlike other curriculum projects which examine children's programming and/or employ programs specifically prepared for the particular experiment, this project actually examines the daily prosocial offerings contained within those programs children most prefer (Neilsen, 1981) -- prime-time action/adventure shows and situation comedies.

Three instructional goals were posited for this project, seeking cognitive, affective and behavioral level effects on children's social learning from television:

(1) The curriculum intervention should make students more aware of their current viewing patterns and television's prosocial content;
(2) The curriculum intervention should increase student's liking for, and appreciation of, television's prosocial offerings in the context of their favorite television programs;
(3) The curriculum intervention should result in increased attention toward, and preference for, prosocial behavior in their own and others behavioral repertoire.

Initial interviews to construct curriculum activities and questionnaire items for the project were conducted between May 1980 and May 1981 and entailed over 100 hours of watching and discussing television with children. All materials were reviewed and pretested by elementary school teachers in Austin, Texas. Two classrooms at the fourth grade (N=85) and sixth grade (N=71) levels comprised the experimental and control groups. Data collection and the three-week curriculum were conducted between October and December, 1981.

Description of Results: At the time of this writing, only an exploratory investigation of the data has been conducted, providing a general overview of the direction of the data and success of the three-week curriculum. Preliminary findings reveal a highly significant impact of the curriculum modules on the cognitive, affective and behavioral component dimensions of children's attitudes toward television's prosocial fare. The most apparent impact of the intervention takes the form of children's increased awareness of television's prosocial offerings within the context of their favorite, typically aggression-filled, programs (cognitive component) and their increased preference for prosocial solutions to interpersonal conflict in their own and significant others' behavioral repertoire (behavioral component).

While the curriculum intervention appears to be effective across grade levels, younger, typically less cognitively developed children appear to have primarily obtained/retained critical learning from the curriculum. Older, typically more cognitively developed children demonstrated a rather equal retention of content and critical learning. In addition, results do not alter significantly across teachers, thus indicating that the curriculum is applicable to various teaching situations and adaptable to diverse teaching styles.

Implications of Results: The results of this study indicate that, through curriculum intervention, elementary school students of various ages and levels of sophistication can develop cognitive skills necessary to be more critical consumers of television. Through this three-week intervention, students can make more conscious, criteria-based decisions and develop personal awareness and control of behavior regarding television.

Implications for AISD: This study has provided the AISD with a fully tested, completely operational curriculum on television which was designed to specifically complement the more traditional, on-going curriculum presently employed in its schools. Several members of the teaching staff in the AISD are now trained in this program and have at their disposal all the materials and skills necessary to reinstate this curriculum if so desired.

The Development of Metalinguistic Abilities in Children

Abstract

David T. Hakes, Ph.D.

Participating Schools: Casis, Cook, Doss, Highland Park, Pillow

Description of Study: The purpose of the present study is to examine the development of several metalinguistic abilities (i.e., abilities that involve thinking about language, such as grammaticality judgments, rhyming, appreciation of figures of speech) and to examine the interrelationships among such abilities and their relationships to such academic variables as reading achievement. This is a longitudinal study that began when the children were 3 years old and will continue until they are 9 years old. During the present year, the oldest children in the study were in kindergarten.

Description of Results: Because of the longitudinal nature of the study, major results will not be available for some time to come. We are, however, already finding developmental changes in individual children that have previously been reported only in group data. For example, it has been reported that between the ages of 4 and 6 years children tend to misinterpret the word "big," treating it as roughly synonymous with "tall." Younger children do not do this, yielding a pattern in which, with increasing age, understanding of "big" becomes worse and only later again improves. We presented the children with pairs of cardboard rectangles varying in area and asked them, "Which one is the big one?" So far, better than 90% of the children have shown the pattern of going from better-than-chance performance to worse-than-chance performance. Further, for most of the children, the period of worse-than-chance performance is quite extended.

Implications of Results: As yet, the implications of our findings are unclear, if only because the results are incomplete. We hope to be able to say something about the kinds of early language performances (i.e., at ages 3 and 4 years) that are predictive of later school performance. We hope also, on the basis of the children's data and extensive interview data from their parents, to be able to identify some of the early variables that give rise to superior and inferior later performances.

Implications for AISD: Identifying early language variables that are associated with later school performance should allow AISD the opportunity to develop diagnostic procedures for identifying children "at risk" for school failure. Further, our results may suggest improved remediation procedures that might be instituted in the early school years.

REPORTED COMMUNICATION STRATEGIES OF HEARING IMPAIRED ADOLESCENTS WITH EXPERIENCE IN MAINSTREAM SETTINGS

Abstract

Madeline Maxwell, Ph.D. and Laurie Nipper, M.A.

Participating Schools: Pearce and Bedichek Junior High Schools and Reagan and McCallum High Schools

Description of Study: A questionnaire was used to identify communication strategies reported by hearing impaired students who are mainstreamed in regular classes and to compare the self-reports of hearing impaired students with reports from their Teachers of the Deaf and their regular classroom teachers.

Description of Results: The data have been coded and prepared for computer analysis.

Implications of Results: Various factors which predict success in mainstreaming have been identified and recommendations for assisting students are available. There are, however, no reports of students' strategies for participation in communication in public schools. Since a primary purpose in mainstreaming hearing impaired students is to enable them to participate fully with hearing peers, it is important to identify the strategies they are using. Comparison of student reports with their various teachers' reports will reveal the extent of shared perceptions and possible differences of communication style in different subject areas. If the goal is to increase the level of participation of hearing impaired students in communication, it might be best to match them with teachers who report similar strategies for communication in their classes. In this way the compatibility of communication styles could be predicted.

Implications for AISD: Although participants in AISD are few in number, data have also been collected from around the state of Texas. In addition to providing guidance in placing hearing impaired students with teachers, we expect to ascertain whether in-service training for teachers or a communication strategies program for hearing impaired students might improve their level of participation and the effectiveness of their communication in regular classrooms.

USES OF RESEARCH AND EVALUATION INFORMATION

Abstract

Yolanda M. Leo

Participating Schools:

Bedichek, Burnet, Dobie, Fulmore, Lamar, Martin, Murchison, O.Henry, Pearce, Porter, Brooke, Campbell, Cunningham, Ortega, Rosedale, Walnut Creek, Brentwood, Highland Park, Norman, Oak Springs, Sanchez, Winn, Wooten, Doss, Lee, Pease, Travis Heights, Williams, Allison, Casis, Linder, Barrington, Harris, Metz, Ridgetop, Pillow, Pecan Springs, and Blackshear.

Description of Study:

The purpose of the study was to assess the perceptions of educational researchers and educational administrators towards data and its use and to examine the relationship between increased training and reported data use. Face-to-face interviews were conducted with all evaluators in the Office of Research and Evaluation, all junior high principals, and a random sample of elementary principals. Items on the questionnaire used were keyed to the concepts in the Two Communities theory based on C. P. Snow's Two Cultures theory that attempts to explain the tensions that exist between knowledge producers and knowledge users.

Description of Results:

The educational researchers and the educational administrators were found to have different perceptions on the extent of data use in the district and in their own feelings of comfort and competence in using data. They were not found to differ in their perceptions of how data should be used, the quality of data that is and can be produced and factors which contribute to or inhibit the use of data. Although the junior high principals (trained data users) reported a higher use of data than did elementary principals (untrained data users), the difference was not significant.

Implications of Results:

The verification that educational researchers and educational administrators differ in many of their perceptions regarding data and its use lends support to the Two Communities theory. This theory suggests that the groups reside in two different communities which are governed by different value and reward systems, language and professional affiliations. This implies the need for finding ways to bridge this gap so that decision making based on data can be enhanced.

Implications for AISD:

The data suggests that increased training is related to increased use so that the district's training opportunities should be continued. It also suggests that there is a gap between educational researchers and educational administrators that must be bridged. Specific research-supported activities which might be pursued to accomplish this are 1) increased personal contact between researchers and administrators, 2) support of key people for increased cooperation between both groups, 3) provision of opportunities for data users to have input on their needs for data, and 4) having greater clarity in research reports.

Case Study on students initially involved in the Elementary Art Enrichment Program through the U.T. Art Museum.

Abstract

Laura L. Wilson

Participating Schools: Pleasant Hill Elementary.
Description of Study: Upon developing a series of affective questions, students were interviewed, 7 in the control group, 7 in the experimental group. The control group is composed of students who are in their first year of the Art Enrichment Program, while students in the experimental group have been in the program for at least 2 years. The questions parallel Bloom's taxonomy of affective learning and culminate in a hierarchy to determine the level of affective learning which the student has undergone as a result of his/her experiences or lack of experience with the program. In this way, the program may be evaluated for future rennovation.
Description of Results: Interviews were taped and later transcribed and included in a preliminary research paper (which is at the moment in the possession of Sue Mayer). Conclusions show many similarities between students within their respective groups. Naive conceptions prevail in the control group, while innovative thoughts and ideas are becoming apparent in the experimental group.
Implications of Results: The Art Enrichment has expanded to 16 Austin area schools and is definitely in need of constant revision in order to meet the needs of its subsequent growth. These results show that the program is indeed allowing its participants to expand their ideas and concepts about art and life in general, through the use of vocabulary and art terminology expansion, artistic skill and creative abilities interest ignited and continuing in positive growth, with personal and family involvement on the rise as well.
Implications for AISD: Due to the high involvement of AISD elementary school children in this program, this study should prove to be a successful evaluative project with implications toward understanding the affective area of learning and so apply this knowledge to future development of programming. Most previous studies have been concerned with cognitive growth, so the researcher feels the area of affective growth necessitates expansion.

Norming and Validating the Role-Play Assessment for Adolescents

Interim Report

Leslie Moore and Kathleen Waddell, PhD.

Participating Schools: Dobie Junior High School

Description of Study: The purpose of the study is to establish norming criteria on a representative sub-sample of students for a role-play assessment of social behaviors. Fifty eighth-grade male students responded to social situations on tapes and the responses are being coded according to an established criteria. The responses of this representative sample will be used to compare the responses of identified hyperactive eighth grade students from a previous study at The University of Texas. The A.I.S.D. sub-sample will also be compared to the responses of one-hundred and fifty students in other districts to note the effect of sex, age, and ethnicity on the responses to the role-play situations.

Description of Results: The tapes are currently being coded. The statistical comparisons and norm data will be available by mid-summer of 1982.

Implications of Results: The study is not complete and no implications can be drawn at this time.

Implications for AISD: The study is not complete and no implications can be drawn at this time.

The Effect of High and Low Expectancies on Children's Motor Performance

Abstract

Lynn Housner, Dolly Lamdin and Sheila Peterson

Participating Schools: Houston and Langford Elementary

Description of Study: The purpose of the study was to investigate the effects of providing high and low performance expectations on 9 and 10 year old children's sit-up and standing broadjump scores. Children were instructed that the average 9 and 10 year old child in AISD could perform either 21 (Low Expectancy) or 44 (High Expectancy) situps in 60 seconds and jump either 49 inches (Low Expectancy) or 69 inches (High Expectancy) on the standing broad jump.

Description of Results: The raw data was collected in May, 1982 and has not yet been statistically analyzed. There are trends in the raw data, however, that appear to partially support the hypotheses. On the standing broad jump test, the high expectancy group performed better than the low expectancy group (53.93 inches versus 47.7 inches). In contrast, little effect was found for expectancy on the sit up test.

Implications of Results: If the findings stand up to statistical analysis, the results have important implications for test administration. The results would suggest that it would facilitate performance to provide children with high expectations. However, at this point such a suggestion must remain tentative.

Implications for AISD: If the results indicate that children's motor performance can be influenced by expectancies, the study would suggest strongly that teachers pay close attention to the expectations that they provide to children. Their behavior, both verbal and non-verbal, may be powerful determinants of their student's level of performance.

EDUCATIONAL OPPORTUNITIES
ASSESSMENT PROJECT

Abstract

Magdalena Hernandez and Gary R. Hanson

Participating Schools: Johnston High School

Description of Study: The purpose of this study was to pilot-test a survey instrument for a state-wide assessment of the college plans of college-bound high school students.

Description of Results: The revised survey instrument is attached for your information. Data are being collected throughout the state and a formal report will be available in October, 1982.

Implications of Results: We hope to provide a broader base of understanding regarding what factors minority students use in making their college plans.

Implications for AISD: Data should be most helpful for high school counselors working with minority students planning for college.

HIGH SCHOOL PARKING DEMAND ESTIMATION MODEL

Abstract

James M. Dunn

Participating Schools: All nine AISD high schools

Description of Study: This paper reports a University of Texas at Austin CE 377K term project, in which the student used high school demographic statistics obtained through the Office of Research and Evaluation and actual counts of parked cars in a stepwise multiple regression to estimate parking demand.

Description of Results: The parking demand estimation model proved accurate, with apparent reliability of approximately ± 10% for a 90% confidence interval, with number of seniors and percentage of low income students as independent variables.

Implication for AISD: If the model were further verified it might be useful in predicting needed parking facilities for high schools.

QUESTIONS USED BY TEACHERS OF HEARING IMPAIRED STUDENTS DURING INFORMAL CONVERSATION

Abstract

Laurie Nipper, M.A.

Participating Schools: Reilly Elementary, Rosedale Elementary

Description of Study: The purpose of this study is to describe the questions used by teachers of hearing impaired students during a 'news' period or sharing time. Teachers of students at two age/grade levels (5-7 years and 10-12 years) were video-taped for two 15 minute sessions while interacting with their classes using simultaneous communication (speech, signs, fingerspelling). Questions will be analyzed according to three variables which have been reported to change in the speech of adults to younger vs. older hearing children: increasing use of causal-temporal type questions (why, when, how); increasing syntactic complexity through inclusion of embedded and conjoined elements; and increasing lexical diversity as measured by a type-token ratio. Possible differences in the functions of teacher questions between the two groups will also be investigated.

Implications of Results: Descriptions of the deaf child's linguistic environment may ultimately help educators in at least two areas of study. First, the language spoken to deaf children may be compared with that spoken to hearing children at various ages in order to determine if and how people adjust their normal language patterns to a hearing impaired child. Second, the language spoken to deaf children may be compared to the language actually used by deaf children. Such data may help educators address the language deficit of deaf children in terms of the language models available in the environment, and, particularly the teacher's model. Preliminary study in these areas must begin with descriptions of the language spoken to deaf children.

Implications for AISD: Results of this study will provide descriptions of teacher's questions directed to their deaf students at two age/grade levels. Information on teachers' syntactic, lexical and functional choices when questioning their students may help delineate aspects of the linguistic environment which change with increasing age of students. Results may also help identify future areas of study in teacher-child interaction. Because the 'news' period is typically an integral part of the day in classrooms for the deaf, information concerning the teacher's questioning strategies will help describe the range of linguistic information available to deaf students during this time.

WAYS TO IMPROVE SCHOOLING AND EDUCATION

Abstract

David L. Williams, Jr., Ed.D. and A. L. King, Ph.D.

Participating Schools: Selected AISD administrators

Description of Study: This study focuses on (1) examination of court orders and mandated plans in the Southwest Educational Development Laboratory six-state region to determine the extent to which they include or omit instructions for educational programs and inservice education and (2) comparison of these instructions with the Ways to Improve Education in Desegregated Schools Process Model and Guidelines for Inservice Education, Multicultural Education, and Desegregation.

Description of Results: (Documents have been collected, and interviews completed. The study will be completed in November, 1982.)

The Relationship Between Specific Programmatic Variables and Child Progress Data for Pre-School Handicapped Children

Abstract

Linda F. Pearl, M.S.

Participating Schools: The Austin Early Childhood Special Education Program

Description of Study: The purpose of this study was to examine the relationship between specific programmatic and child characteristics and the amount of child progress made by pre-school handicapped students. Program characteristics examined were the involvement of parents and the interactions of the teachers. Child characteristics were I.Q. score, severity of handicap, socioeconomic status. Data was collected from the educational records of the students and from teacher interviews.

Description of Results: At present, the data for this study is being collected. It is hoped that results will be available in September, 1982.

CLUSTERING AND RECALL ABILITY OF THE HYDROCEPHALIC AND NON-HYDROCEPHALIC SPINA BIFIDA CHILD

Abstract

Yona Tesoriero, Ed.M.

Participating Schools: Wooten, Dawson, and Blanton

Description of Study: The general intention of this project is to examine a sample of intellectually average spina bifida hydrocephalic children in order to ascertain if they have impaired learning. More explicitly, relationships among categorical clustering and recall ability and the effects of encoding cues and blocking will be explored in this population. The discussion will concern the relationship of this aspect of cognitive ability and its implication to long-term memory to academic achievement in the classroom.

Description of Results: This study is still in the data collection stage. Results will be furnished at a later date.

Implications for AISD: Pending the results of the study, a presentation mode to better assist the hydrocephalic spina bifida child will be presented for use by the teachers of AISD.

A STUDY OF SPECIAL EDUCATION SERVICE DELIVERY ADMINISTRATIVE TASK RESPONSIBILITY PERCEPTIONS OF AISD ADMINISTRATORS

Interim Report

Deborah Nance, M.A.

Participating Schools: Administrators of all elementary, junior high, and high schools, as well as central office administrators in the Division of Instruction have been requested to participate in this study.

Description of Study: The purpose of the study was to compare the perceptions of local campus versus central office administrators, and special education versus regular education administrators regarding decision-making responsibility for various special education-related program components. A questionnaire was distributed to the AISD administrators of the Division of Instruction, coded by location (i.e. local or central office), program (i.e. regular or special education), and level (i.e. elementary, secondary, all-level).

Description of Results: Since the questionnaire was disseminated during the week of May 17, 1982, and many responses were received as late as June 4, 1982, a data analysis and summary of findings has been delayed. However, the following charts indicate the level of response by location, program, and level assignment.

	Local Campus	Central Office	Total
# Sent	139	122	261
# Rec'd	31	43	74
%	22.3	35.2	28.4

	Regular Education	Special Education	Total
# Sent	233	28	261
# Rec'd	61	13	74
%	26.2	46.4	28.4

	Elem.	Sec.	All-Level	Total
# Sent	117	105	39	261
# Rec'd	37	23	14	74
%	31.6	21.9	35.9	28.4

The responses are currently being coded for analysis, and a final report will be forthcoming. A few tentative observaitons may be posed, however. (1) Since there are frequent instances of multiple answers, it may be inferred that several special education administrative tasks are seen to be the joint responsibility of two or more special and regular education positions. (2) There is a wide scatter of responses for most items, i.e. very few respondents perceive that the tasks described are mainly assigned to one specific position, and/or that responsibility for the task is clearly delineated.

Implications for AISD: When the item analysis is complete, it should indicate whether there is a general concensus among administrators as to which administrative position is presently responsible for decision-making regarding each task described, and also which position should have that responsibility. If there is a significant discrepancy in responses, a need for organizational role clarification may be indicated so that AISD personnel may more readily access the services related to the special education program components described in the questionnaire.